DOCUMENT RESUME

ED 114 437 UD 015 458

AUTHOR McAdoo, Harriette Pipes
TITLE An Assessment of Racial Attitudes and Self Concepts in Urban Black Children. Final Report.
INSTITUTION Howard Univ., Washington, D.C.
SPONS AGENCY Children's Bureau (DHEW), Washington, D.C.
PUB DATE [73]
NOTE 82p.; Two pages of tabulated material appended to this document have been deleted due to the print size in the original document

EDRS PRICE MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS Demography; Early Experience; *Geographic Distribution; Intelligence Quotient; Negro Attitudes; Negro Students; *Preschool Children; *Racial Attitudes; Racial Composition; Racial Distribution; *Rural Urban Differences; *Self Concept; Sex Differences; Urban Areas
IDENTIFIERS District of Columbia; Michigan; Mississippi

ABSTRACT

This study compares information about the attitudes of black children in a predominantly black urban community with that from a previous study on Mississippi and Michigan children in which no difference in race attitudes and no relationship between racial attitudes and self-concept were found. The report studies a sample of four- and five-year-old black children, testing them on two occasions a year apart with the stated intent of assessing the impact of three demographic settings (an integrated northern area, an all black rural southern area, and an all black urban mid Atlantic area) on self-concept, racial attitudes, and self-identification. Self-concept and I.Q. were found to be positively related at the retesting. The D.C. children had good positive self-concepts and showed positive changes in self concept and I.Q. at the retesting. It is suggested that the black child feels better about himself when he is surrounded by those of a similar group membership. (Author/AM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: UD PS
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

ED114437

FINAL REPORT

AN ASSESSMENT OF RACIAL ATTITUDES AND SELF CONCEPTS IN URBAN BLACK CHILDREN

Harriette Pipes McAdoo, Ph.D.
Project Director

Howard University

Office of Child Development
Children's Bureau
Grant No. OCD-CB-282

UD 015458

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Contents

Acknowledgements iii

Introduction 1

Review of Literature 3

Research Design 6

Results 12

Discussion 38

Tables 41

Figures 68

Intercorrelation Matrices 75

Bibliography 77

Project Budget 80

Acknowledgements

Data collection for this project was possible because of the warm cooperation of a local community center and church. The Peoples Congregational United Church of Christ, whose pastor is Rev. A. Knighton Stanley, has developed a community center that is serving the Washington, D. C. community, one of the services being Day Care and Child Development Center. The Director, Mrs. Viola Lee, has allowed Howard University graduate students to come into the center as part of their classes and research experience. She consented to allow the children to participate in this project. The cooperation of Rev. Stanley, Mrs. Lee, and her very cooperative staff is deeply appreciated.

Several persons aided considerably in this project over the past two years. John McAdoo played a vital role in training the examiners and as advisor to the director. Willetta Pipes, Project Coordinator, was crucial in handling the complicated logistics of data collection and coding. Gayle Weaner, Research Assistant, played an essential role in analyzing and charting the data and aiding at every step of the project. My deepest thanks go to all three of you.

Finally, the project would have been impossible without the seed money provided by the Howard University Faculty Grant Program. That grant enabled me to collect the preliminary data and assisted me in applying to the Office of Child Development for this grant which has allowed me to collect a much greater amount of data and to analyze all of the data.

An Assessment of Self Concepts and Racial Attitudes of Black Preschool Children

Harriette McAdoo

Howard University

The objective of this study was to explore the relationship between the self concepts, racial attitudes and self identification of Black preschool children who are enrolled in day care programs. Concern in these areas of the child's development grew as a result of observing Black children growing up in a minority status, and observing on a non-empirical and empirical level the interaction of racial awareness and self identification.

While several researchers have studied the development of racial attitudes and self esteem, these two variables have not often been combined in studying the same children. The author did combine these variables in Black preschool children from two different demographic areas: Mississippi and Michigan, where these two variables were correlated and where the demographic differences were examined.

This study has gathered information about the Black child who is living in a predominantly Black urban community, Washington, D.C. The attitudes of children were compared who were of different sexes and who lived in families of different structure types. These children were then compared with those tested earlier in Mississippi and Michigan.

Self concepts and racial attitudes were examined by the researcher (H. McAdoo, 1970) in samples drawn from Mississippi and Michigan in 1969. No differences were found between the samples in race attitude. However, the Southern group was significantly higher in self concept ($p \leq .01$) and racial identification ($p \leq .01$). The Northern group did have higher PPVT IQ scores ($p \leq .01$). No relationship was found between racial attitudes and self concepts. While the children tended to be out-group oriented, they still had good self concept scores.

While all of the children were Black, working class children, who were involved in year-long Head Start Centers, the results could have been influenced by the following factors:

1. The racial composition of the centers and towns; one was integrated and the other was all Black.

2. One was in an industrial metropolitan area and the other was in a rural farming community.

3. The regional differences; one was in the deep South and the other was in the North.

Because of the built-in differences in the earlier study, and because of changes that may have occurred during the past four years, an additional study was designed to aid in factoring out if the positive self concepts were the result of being in an all-Black center or were due to the demographic location of the centers. The factors examined in the present study were: (1) racial identification, self concept and racial attitudes of the children; and (2) the relationship between the variables. These variables will be examined in terms of: (a) the sex of the child; (b) the family type, intact (both parents) or non-intact (one parent); and (c) the socio-economic status of the child's family.

These negative racial attitudes have been obtained repeatedly in studies. Self concept and racial attitudes were assumed to have a linear relationship. The self hatred hypothesis has been widely accepted in the lay and professional literature (Clark and Clark, 1939, 1947, 1963; Goodman, 1952; Asher and Allen, 1969, et. al.). There has been only limited questioning of this view (Porter, 1966, 1971; Greenwald and Oppenheim, 1968).

More recent findings had indicated a more positive view of the Black Child's ethnic identity (J. McAdoo, 1970; Hraba and Grant, 1970; Fox and Barnes, 1971; and Ward and Braun, 1972). These desirable results have been attributed to the increase in Black consciousness and self pride within the Black community.

Several studies have been made of the development of racial awareness, attitudes and self identification of Black children, while many authors have examined the development of self concepts and self esteem. However, these variables have not been combined in empirical investigations until recently (H. McAdoo, 1970; Ward and Braun, 1972). Care must be taken in reading other studies of these variables. Often authors have collected hard data on only one variable, i.e., race preference, but have extended the discussion into other areas, as when inaccurate perceptions of skin color are interpreted as being indicative of impaired self concepts. These interpretations may or may not be supported by data.

In contrast to the self hatred philosophy, some researchers have just recently begun to take a different tactic. This has resulted from concern with the depressingly negative view that has been projected of Black children, similar to that dominant view of the Black family. The researcher was motivated also by the data which repeatedly showed little relationship between race attitude and self concepts. In fact, while the children did

continue to give out-group oriented responses, they consistently obtained good self concept scores.

Several researchers, John McAdoo (1973); Margaret Spencer (Personal Communication, 1973); and Bill Cross (1973) had independently begun to explore the same hypotheses, that there is not a linear relationship between RA and SC. Instead, Spencer (1973) has hypothesized that there will be a curvilinear relationship between the two variables in the data she is presently collecting and analyzing in Chicago. Cross (1973) proposes that RA and SC are able to develop somewhat independently from each other. It appears that the Black Child has indeed internalized the societal preference for white attributes, yet at the same time has been able to develop a positive view of his own worth. The child thus seems able to compartmentalize his view of himself and of his racial group.

The importance of the self concept is seen when the various definitions for self concept to a child are examined. The child's self concept is a measure of his evaluative attitudes towards his own worth (Coppersmith, 1967). When a child evaluates himself, he does not refer to a unique isolated entity, but to the self-other relationship between himself and some limited aspect of his own environment (Diggory, 1966). It is seen as a mediating agent between the organism and his social environment, which forms the basis of his attitudes and beliefs about himself (Johnson and Medinnus, 1965). For the Black child, this role has been one of subservience and of being in a continuously negative position.

The established importance of the child's self esteem and his feelings about how he and his group are perceived by society at large on his achievement in school cannot be over-emphasized. Preschool programs must not only attempt to increase cognitive performance, but must pay equal attention to

the development of the child's self esteem and identity formation. A child must feel good about himself before he is able to perform successfully in school.

Method

Sample

The subjects in the study were Black children enrolled in a child development center located in Washington, D.C. All of the children in the center aged four and five years were tested. The testing for the study was conducted during the summer of 1972[1] and during the summer of 1973[2]. See Table 1.

Insert Table 1 about here

1972. All of the Black children within the center who received the tests are included in this sample. The 1972 N was 68, with 41 boys and 27 girls. The total mean age was 4.6 years; 4.6 years for both the boys and girls.

1973. 61 children who were enrolled in the summer of 1973 received the tests and were included in the sample. There were 31 boys and 30 girls. The total CA was 5.4 and also 5.4 for both boys and girls.

DC I, DC II. Children who were present in the center during both years (N=55) have been separated for some analyses to form a small follow-up study. DC I refers to their data obtained in 1972; DC II denotes their 1973 data. There were 31 boys and 24 girls; both groups had a mean CA of 5.4 years. 2[illegible]% were from intact families and 69% from one-parent homes; 27% were middle class and 65% were working class. No family data were available for 6% of the sample.

---

[1] 1972 data were collected under a 1972 Howard University Faculty Grant

[2] 1973 data were collected under an Office of Child Development Grant #OCD-CB-282.

Testing Procedure

The testing was conducted by trained Black adults. Two weeks of daily sessions were used for training. The examiners made several visits to the center, played with the children, read stories to them and took them for walks, before any testing was attempted. The Peabody Picture Vocabulary Test was used as a screening device, basically of test taking ability. It was assumed that students who had difficulty taking the PPVT would also have problems on the other tests that were of similar format. Only two children were dropped from the sample for this reason. Several foreign-born children enrolled in the center were tested but their data are not included in the analyses.

The total time of actual testing was approximately sixty-five minutes. Tests were administered in the empty rooms within the center. Students were tested during the hours of 9:00 and 11:30, and 1:30 to 2:30.

Test Materials

Six sets of materials were used in the study. Race attitudes were assessed with the Preschool Racial Attitude Measures (PRAM I and PRAM II). The Dolls test obtained two subscores: a racial preference score and a racial self identification score. The total Dolls score yielded a race attitude score. Self concepts were assessed with the Thomas Self Concept Values Test and the Engel Self Concept Scale. The child's IQ scores were obtained, as part of the screening procedure, with the Peabody Picture Vocabulary Test. Background family data were obtained from the center's records and from sheets sent home to the parents.

PRAM. The Preschool Racial Attitude Measure I (PRAM I) was developed by Williams and Roberson (1967) to provide a measure of (a) the child's attitudes towards Black and white persons, and (b) the child's awareness of traditional sex-role behavior (a control measure). PRAM I was used on the DC I sample and PRAM II was used on the DC II sample.

PRAM I is composed of twelve stimulus cards, 23 x 28 cm., containing two full-length drawings of human figures, varying from 11 1/2 to 20 1/2 cm. The figures, drawn with minimal facial characteristics, are posed in neutral standing, walking, and sitting positions on plain white backgrounds. The age level of the figures varies from young boys and girls, teenage boys and girls, to adult men and women. The even numbered pictures comprise the racial attitude scale (RA) and the odd numbered pictures are the sex-role scale (SR). The RA figures are identical in sex and appearance except for hair and skin color. No effort is made in the drawing to represent other racial features. The black figures have black hair and medium-brown skin, while the white figures have light yellow hair and pinkish-tan skin. This test is one that children delight in taking. The pictures are bright and attractive and the stories are appealing.

In PRAM II several changes were made in the test materials. The skin colors of the two figures in each picture were the same as in PRAM I but both figures were drawn with black hair. In the series of 24 pictures, figures of both sexes were employed, and a variety of ages--from young children to "grandparents."

The list of six positive and six negative adjectives employed in PRAM I were each doubled by the addition of six more adjectives. The twelve positive adjectives used in PRAM II were: clean, good, kind, nice, pretty, smart, and friendly, happy, healthy, helpful, right, and wonderful. The twelve negative adjectives used were: bad, dirty, mean, naughty, ugly, stupid, and cruel, sad, selfish, sick, unfriendly, and wrong. In both adjective groups the first six adjectives were the "old" adjectives used in PRAM I, while the second six are the "new" adjectives added in the PRAM II revision. In PRAM II, the old and new adjectives were equally distributed

between the first half of the test (called Series A), and the second half of the test (Series B). These same sex-role items (Williams and Roberson, 1967) were incorporated into the PRAM II procedure. For these items, a new series of twelve 8 x 10 sex-role pictures was drawn, each of which displayed a male and female figure of the same general age, and of the same race (half of the pictures represented whites; half, Blacks). Analyses of the RA scores revealed good internal consistency (r=.80) and test-retest reliability (r=.55 over a one year interval).

In both tests the child is shown the pictures, one at a time, and read a story about it. He then is asked a key question about one of the persons in the picture, i.e., "Which person is the nice little girl?" The child points to one of the figures and the response is recorded. The same pictures were shown both administrations, but with different stories and questions.

A lower obtained RA score is considered to be a better score for a Black child, for it would tend to indicate a more positive attitude toward Blacks on the part of the child. A higher score is interpreted as representing more stereotyped thinking.

Thomas Self Concept. Thomas (1967) Self Concept Values Test measures the child's self concept through the use of questions based upon the child's own Polaroid photograph. The child will be asked to give his view of himself and then to assume the position of three "significant others" in his life (mother, teacher, peers) and to give his perception of how these people view him. The questions form a core of fourteen bi-polar adjectives items representing the value on which the children reported their perception. This controls for race, skin color, type of dress and sex within the testing situation. This was felt to be better than the stick figures and photos of other children that are more commonly used in most self concept tests.

The items are presented in either/or format, using the child's own name, i.e., "Is Johnny happy or is Johnny sad?", while referring to the child's own picture. The more desirable choice is scored +1. The first two reference groups, self and mother, are presented first, followed in one week by the last two reference groups, teacher and peers. An average of eight minutes was required for the two reference groups, with about fifteen minutes needed for the picture taking process. For this study, the Thomas test will be scored differently from the original. In the Thomas original scoring, the dimensions of strong-weak and big-little were scored differently for the girls, with strong and big given a negative score. The author did not feel this was a valid reversal, therefore both sexes were scored similarly. Such reversals are not used in other self concept tests designed for small children.

Engel self concept. The Engel (1963) self concept measure, the "Where Are You?" game, has seven bi-polar dimensions. Each dimension is considered to be important in the child's self concept. The child is asked to rate himself on a 5-point scale in the form of a vertical "ladder." The factors covered are intellect, happiness, popularity with peers, braveness, physical attractiveness, strength, obedience.

A piece of 8" x 11" paper is placed directly in front of the child, that has a black and white line drawing of a seven step ladder. At each end of the ladder a stick figure person with a round face has a neutral expression drawn on it. The examiner states that here is a ladder and points to each rung of the ladder. The examiner then states while pointing to each figure that there are two people on the ladder, one person is sad and one person is happy. He then asks the child, "Where are you on this ladder?", while again touching each rung of the ladder. An X is placed on the rung the child

selects. The procedure is repeated on a new sheet of paper for each of the seven bi-polar items.

The positive and negative terms were randomly assigned to the top position to avoid a bias introduced because of positional preference. The positions were reversed in the two forms of the tests (A and B). The two forms were administered randomly to the children.

Dolls Test. The Dolls Test is a modification of the Clark Test (1939) used to ascertain racial preference and attitudes of Black pre-schoolers.

Two plastic swings, that measured 9 1/2' x 4", were placed in front of the child in random positions. On each swing was a Black or White doll of approximately toddler age. Both dolls are identical except for hair and skin color, with black hair, and blond hair. Both dolls wore play suits to afford greater exposure to their skin color. The dolls were placed on the table two inches in front of the child. The examiner says, "See these dolls? I want to ask you some questions about them." The questions were read to the child and he pointed to one of the dolls to answer the questions.

The Racial Preference subscore was comprised of questions, i.e., nice dolls, like to play with, nice color, pretty doll, looks bad, ugly doll, and bad doll. The Racial Self Identity subscore had the questions of, "Which doll looks like you?" and, "Which one did you look like as a baby?" The questions were arranged randomly within the protocol.

The child received 1 point for every response in which the Black doll was given a positive response and 0 when given a negative response. The total score was the Dolls Race Attitude score.

Results

Intercorrelations, analyses of variance and t tests were the main statistical techniques used in this study. All analyses of results were performed separately for each sex and family grouping. Description and analyses of variance results will be presented prior to the correlational data. The preferred analysis for the follow-up sample was a three way analyses of covariance (sex x family x SES). However, the program was not operational on this and nearby computer centers and programming attempts were unsuccessful, causing a great loss of valuable time. Therefore, f and F tests were run on pre and on post data.

Thomas Self Concept (TSC). The mean scores on Thomas for all samples are presented in Table 2. All of these scores were within the average range of one SD from the standard score mean of 50, with 10 SD. The 1972 mean Thomas score for all the children was 42.71 (SD = 11.17), while the mean score for all the 1973 children was 49.88 (SD = 10.65). The mean TSC for the follow-up group, DC I and DC II increased significantly over one year from 44.00 to 49.30 ($t = 2.74$; 53 df; $p \leq .01$).

Insert Table 2 about here

Sex differences were found only in the total 1972 group TSC scores, shown in Table 3. The boys' mean of 45.08 was significantly higher than the girls' mean of 40.80 ($F = 4.33$; 1, 66 df; $p \leq .04$). No significant sex difference was found in the 1973 data ($t = 0.54$; 57 df; n.s.). There also was no sex difference found in the DC I sample ($t = 1.67$; 53 df; n.s.) nor in the DC II sample ($t = 1.12$; 53 df; n.s.). In all groups the boys were higher than the girls.

Insert Table 3 about here

Significant self concept differences were found in family type in all groups except 1972, as shown in Table 3. In 1972 the intact mean was 46.85 and the nonintact mean was 43.37 (t=1.41; n.s.). In 1973, family type differences were found, the intact mean of 54.87 was significantly higher than the nonintact mean of 47.55 (t=2.68; $p \leq .01$). The results indicate that the 1973 children with both parents present had more positive self concepts.

Family type differences were found in only one of the follow-up years. In DC I the intact families had a mean score of 47.14 (SD = 6.64) and the nonintact had a nonsignificantly lower mean score of 43.37 (SD = 9.77) (t=1.58; 53 df; n.s.). A greater difference was found the following year. In DC II, the intact group had a significantly higher mean Self Concept score of 54.07 (SD = 8.70) and the nonintact had a mean of 47.11 (SD = 10.93), the difference was significant at the .01 level (t=2.28; 50 df). In both years the children with only one parent present in the home had lower TSC scores.

Insert Table 4 about here

Social class differences in TSC were not found in 1972, 1973, or in DC I. Differences were found in DC II, where the middle class children had significantly more positive scores. The total 1972 middle class (MC) children had a nonsignificant higher mean score of 46.87 while the working class (WC) children had 43.17. In 1973 the same pattern was found, with higher MC mean scores obtained, the MC had 49.29 and the WC had 46.16. For the DC I group,

the MC had 46.87 and the WC had 43.17. The middle class children had nonsignificantly higher SC scores in all three comparisons. Significance was evident in the 1973 DC II group, where the MC scored 54.40 and the WC had a mean of 46.78 (49 df; p≤.01).

Insert Table 5 about here

When broken down into the four sex x family type groups, in the DC I group, the intact boys had the highest mean (49.78) followed in order by the nonintact boys (46.05), intact girls (42.40), and nonintact girls (40.39). The results of the analysis of variance that was run on the four groups approached, but did not reach significance (F=2.75; 3, 48 df; n.s.). No significant difference was found between the four groups on the first testing. Different results were found in the DC II group, where significance was found. All groups had more positive self concept scores. The DC II intact girls had a mean score (58.60) that was much higher than the other three groups, indicating a major shift. See Figure 1. The increase by the intact girls from a mean of 42.40 to one of 58.60 was significant at the .01 level (t=9.65; 4 df; p≤.01). The intact boys had a mean of 51.56, the nonintact boys had 50.50 and the nonintact girls had the lowest mean of 43.33. The difference between the four groups was significant at the .05 level (F=3.84; 3, 48 df).

Insert Figure 1 about here

The Thomas total score mean scores for the four Sex x SES groups were compared. No difference between the DC I groups were found (F=2.65; 3, 47 df, n.s.). The MC boys had the highest mean of 49.67, followed by the WC boys (45.84), MC girls (42.67) and WC girls (40.18). Significant Sex by SES

differences were found in the DC I group ($F=3.72$; 3, 47 df, $p<.05$). The MC girls had the higher mean (57.00), much higher than the MC boys (52.67), WC boys (50.00), and WC girls (43.00), who were lowest. The change occurred in the MC girls' group, who increased an average of 15 points, a difference significant at the .01 level ($t=6.75$, 4 df). These girls were the same girls who contributed to the change in the intact girl group. Five of the six MC girls came from intact families. See Figure 2. The intact middle class girls showed the greatest change towards more positive views of themselves.

Insert Figure 2 about here

A self concept score was obtained for each of four reference groups: self, mother, teacher, and peers. See Figure 3. All reference mean scores increased, with the greatest change occurring in teacher and peers.

Insert Figure 3 about here

During the first testing the highest total mean ($M=49.07$; $SD=6.99$) was given to the self as reference, indicating that they had good average views of themselves. The second highest mean score was found for the mother as reference scale ($M=47.64$, $SD=10.36$), slightly less positively than they viewed themselves. The next two reference groups were scored much lower. The teacher mean (40.06; $SD=10.59$) and the peer mean (41.33; $SD=10.06$) were very similar. The children reported that they felt the teacher and peers did not perceive them as highly as did their mother or as they viewed themselves.

The scores of the second year had a similar pattern, except the mother as reference received a slightly higher score. The mother mean was 51.58 ($SD=10.07$), the self scale score mean was 50.82 ($SD=7.09$), the peer scale

was 48.02 (SD=10.07), and again the teacher received the lowest mean score of 47.16 (SD=12.97). Again the children felt better about their mother's perceptions of them and themselves than they did about the teacher's and peers' view of them.

The t tests run on the pre and post scores are shown in Table 6. No significant change occurred in the self scores (t=1.30; n.s.). The mother reference score increased significantly over the year (t=2.03, p≤.05). The teacher scores increased significantly (t=3.15; p≤.01), as did the peer scores (t=3.49; p≤.01). Both the MC and WC girls had significant increases on teacher and peer reference scores. On teacher perceptions, MC girls increased from a mean of 37.67 to 57.33 (t=19.67; 10 df; p≤.001), the WC girls increased from 36.53 to 39.53 (t=.300; 32 df, p≤.01). Similar dramatic increases were made on the peer score. The MC girls increased from 39.17 to 55.33 (t=16.17; 10 df; p≤.001), while the WC girls increased from 37.88 to 42.35 (t=4.47; 32 df; p≤.001). The changes in these two sections of the Thomas account for the overall increases seen in both girls' groups in total SC scores. The girls increased in self esteem irregardless of social class status. The boys did not exhibit similar change.

Insert Table 6 about here

The children did not change their assessment of themselves, but did feel that significant others in their lives perceived them in a much more positive manner. At the end of their first year in the child development

center the children, as a whole, felt that the teachers and the "other kids" had a rather low assessment of them, but by the end of the second year in the center, the children felt themselves viewed in a much more positive manner.

In summary, these children had good self concepts that improved during their second year in the day care center. Especially large improvements were noted in the teacher and peer reference scores. The boys tended to have slightly higher self concept scores, while only significant in one group. The children from two parent homes had more positive scores. The social class of the child's family was found to be significant in only one group in which the middle class children were higher. The intact, middle class girls made the greatest increase towards more positive self concepts of all the groups.

Engle Self Concept (ESC). The mean scores of the total children tested during both years had a pattern similar to that observed in the Thomas data. The total group had a low mean score (24.72) during the first year that became higher (27.43) during the second year. However, when only the means of the 55 students who were enrolled during both years are examined, no change in scores was shown. The DC I mean was 28.87 (SD=4.55) and the DC II mean was 27.96 (SD=6.07). See Table 2.

Sex differences were not found in any of the groups on the Engle data. See Table 3. Of the total 1972 sample the 40 boys had a mean of 27.85 (SD=5.45) and the 27 girls had a mean of 29.04 (SD=4.13), a nonsignificant t of 1.02. The 1973 total 31 boys had a mean of 28.10 (SD=6.31) while the 29 girls had 26.72 (SD=6.10), a nonsignificant difference (t=0.85).

The follow-up group had similar results. The DC I boys' mean of 28.48, SD=4.91, was similar to the 29.79 mean of the 29.79 mean of the girls,

SD=4.22 (t=1.06, n.s.). The DC II boys had a nonsignificantly higher mean, 28.87, SD=5.94, than the girls' mean, 26.54, SD=6.31 (t=1.39, n.s.). The boys had consistently higher self concept scores, but only approached significance in the total 1972 and in the DC II.

Family type differences were found only in 1973. The children from intact families tended to have higher scores. In the total 1972 group, the intact families had a mean score of 28.45, SD of 4.63, while the nonintact families had a similar mean of 29.04, SD=5.10 (t=0.40, n.s.). The total 1973 had a 31.27 mean for intact and significantly lower 25.83 mean for nonintact families (t=3.06, $p \leq .05$).

The DC I groups had no difference, intacts had a mean of 29.29, SD=4.29, while the nonintacts had a mean of 28.97, SD=4.37 (t=0.23; n.s.). The 1973 DC II group had significant family type differences. The intact had a mean of 31.86, SD=5.71, but the nonintact had a much lower mean of 26.45 (t=3.02; $p \leq .05$). While no differences were apparent during the first year, the difference between family types became significant during the second year of testing. The children in intact families increased (29.29 to 31.86) while the children from one parent homes decreased in self concept scores (28.97 to 26.45).

The results obtained from Thomas and Engle data were not identical for all groups. However, the overall results are that self concept scores did change differentially. The boys were initially higher and increased. The children from intact families were higher initially and became even higher, the children from middle class homes were higher at first and became more positive.

The follow-up sample was broken into the four family types by sex groups. (See Table 7.) There was no difference in the mean scores during

the first year (F=0.50; 3, 48 df, n.s.) but the scores were markedly different during the second (F=6.68; 3, 48 df; p≤.01). The intact girls had the greatest increase, from a mean of 31.00 to one of 34.40 (t=3.40; 8 df; p≤.01). The nonintact girls had the greatest decrease, going from a mean of 28.61 to one of 23.89 (t=4.72; 18 df, p≤.001). (See Figure 1.) The two boys' groups with similar scores did not show marked change. The intact boys moved from 28.33 to 30.44; the nonintact boys had means of 29.30 and 28.75. The intact children of both sexes exhibited an increase in self esteem as measured by the Engle test.

Insert Table 7 about here

The children were again broken into four SES x sex groups. No difference was found in their initial scores (F=0.30; 3, 47 df; n.s.). Upon retesting, the two boys' groups remained the same while the girls changed, the difference between the four groups was found to be significant (F=4.53; 3, 47 df; p≤.01). See Table 7.

The greatest change occurred in the WC girls, who went from a mean of 28.65 to 24.00 (t=4.65; 32 df; p≤.001). Because most of the working class girls were also from nonintact families, this decline is similar for that family x sex subgroup. The MC girls increased slightly from a mean of 30.50 to one of 32.33. The boys' scores remained the same, the MC boys went from 28.56 to 29.11 and the WC boys went from 29.11 to 29.47. For both family x sex and SES x sex groups, the girls appeared to have the most change, the working class, nonintact girls showed considerable change in the direction of low self esteem. The impact of the absence or presence of the father in the home did not appear apparent on Engle results. But SES differences were strongly apparent, the lower groups fell in self esteem.

Preschool Racial Attitude Measure (PRAM). The PRAM had a possible score range from zero to twelve, with the highest score indicating a preference of white over Black figures in positive roles. A score of six would indicate that the race and the figure theoretically was not a factor in the selection. The mean scores for all of the groups were similar. The total 1972 sample had a mean of 8.59 (SD=2.64); the total 1973 group had a mean of 8.41 (SD=2.88); the DC I had a mean of 8.60 (SD=2.06); and DC II had a mean of 8.56 (SD=2.90). All groups indicated a negative evaluation of the dark skinned figures. See Table 8.

Insert Table 8 about here

No sex differences were found in any of the groups, however, in each case the boys were slightly out-group oriented. In 1972 the boys' mean was 8.77, while the girls had 8.00 (t=0.04; n.s.). Likewise, in 1973 the boys had a mean of 8.90 and the girls had 7.57 (t=1.80; n.s.). In the smaller DC I group, the boys had a mean of 8.90, while the girls had 8.17 (t=1.28;n.s.). The following year this same group had similar mean scores, for the boys of 9.07 and a 7.92 for the girls (t=1.46; n.s.). The sex of the child did not appear to impact the PRAM scores. See Table 9.

Insert Table 9 about here

The pattern of the family structure appeared to affect PRAM scores in only the DC I group. Similar scores were obtained in the total 1972 sample for intact, M=9.07, and nonintact, M=8.32 (t=1.01; n.s.). The total 1973 had similar scores, with the intact mean of 7.33 which is similar to the nonintact mean of 8.83 (t=1.59; n.s.).

Significant family type differences were found in the DC I sample. The nonintact children had a significantly lower mean of 7.92 than the intact children, with a mean of 10.00 (t=3.82; 52 df; $p \leq .01$). The lower score would be considered the preferred score for a Black child, thereby being more in-group oriented. However, this difference was not found at the end of the second year. See Figure 4. The intact score had fallen and was not different from the nonintact, which was a change in the preferred direction. The intact mean was 8.29 and the nonintact was 8.82 (t=0.52; n.s.). See Table 9.

Insert Figure 4 about here

Social class differences were only found in the DC I 1972 sample. In the other three groups, almost identical scores were obtained for both of the SES groups. The middle class children in the DC I group had a mean of 9.73 that was significantly higher than the working class mean of 7.94 (t=3.35; 50 df; $p \leq .01$). It should be noted that these MC children were almost all in the intact category. They were higher at first but moved in the preferred direction. See Table 10.

Insert Table 10 about here

The follow up group was broken into four categories, that of Sex by Family and Sex by SES groups. See Table 11. Significance was found in the DC I sample, under both groups. In Sex by Family, the intact girls had significantly higher (pro-white) scores, with a mean of 10.20 (F=5.27; 3, 48 df; $p \leq .01$). The three other groups had 7.39 for NI girls,

8.40 for NI boys, and 9.89 for I boys. Of the Sex by SES groups, the MC of both sexes had a greater out-group orientation. The MC girls had the lowest score of 7.35, the MC boys had 8.47, while the MC boys had a mean of 9.67 and the MC girls had the highest mean of 9.83 ($F=4.09$; 3, 47 df; $p \leq .05$). Both MC groups decreased, while the WC groups increased, resulting in no significant difference in the DC II data. The MC intact children, as a group, moved in the direction of giving a greater evaluation to dark-skinned figures.

Insert Table II about here

The PRAM data indicates that these children, on the whole, gave responses indicating a preference for white over Blacks, with a small move in the preferred direction over the course of a year. The greatest change occurred amongst the intact children.

Dolls Test. A total score, Race Preference (RP), and two subscores, Self Identity (SId) and Race Attitude (RA), were obtained from the Dolls Test. The total RP score had a range from zero to nine, with the higher score indicating a more positive attitude towards the darker-skinned doll, rather than the lighter-skinned doll in the seven choice situations. Two of the seven questions referred to self identity ("looks like you" and "you looked like as a baby"). The RA questions asked the child to select one of the dolls in seven situations indicating preference based on skin color.

The total 1972 group had a mean RA reference score of 2.80 (SD=2.43); the total mean score for the 1973 sample was 2.54 (SD=2.78). DC I had a RP mean of 2.48 (SD=2.36), while the DC II had a mean of 2.48 (SD=2.66). All of the groups had displayed positive evaluation of the white dolls. See Table 8.

No differences were found between girls and boys, or between family types, on race preference in any of the total or follow up groups. Both groups had very low scores, preferring the white over the dark in almost all situations. See Table 9. All of the groups had means between 2.0 and 3.0, out of a possible 9 points. Similar results were found in the total RP scores for the two SES groupings. No SES differences were found for any groups (Table 10). These children gave out-group oriented responses regardless of sex, SES or family type group.

The low RP scores persisted even through the follow up year. See Figure 5. The total mean remained the same (2.48). The girls improved, receiving the highest score, going from a mean of 2.33 to 2.83, while the boys fell even lower from 2.61 to 2.19. The intact children increased in selecting the dark doll going from 2.07 to 2.79. The nonintact children's mean score became even lower, from 2.68 to 2.16. The middle class children had a mean that increased from 2.00 to 3.00, while the working class group went down, going from 2.78 to an even lower 2.06. See Table 10.

Insert Figure 5 about here

Table 12 contains the results of the Sex by Family type groups for both years. No differences were found for either year: the DC I F=0.33 and the DC II F=0.35. All groups received depressed scores both years. The intact girls were the only ones who moved in a positive direction from a very low of 1.60 to a comparatively high mean of 3.20.

Insert Table 12 about here

Differences were not found in the Sex by SES groups for the two years. The DC I F was 0.63 and the DC II F was 0.87. The MC girls showed the greatest change in the preferred direction.

Insert Table 13 about here

As stated earlier, the Dolls test produced two subscores, self identity and race attitude. See Table 13. The race attitude score was extremely low for each group. The DC I mean was 1.69 and it was 1.49 in DC II, out of a possible high of seven. Very similar scores were obtained for all groups during both years. No sex, SES, or family type differences were found, for all scores were equally out-group oriented.

No overall or sex-related changes were noted in dolls race attitude. See Figure 6. The family type groups had different patterns. The intact children developed more positive attitudes, while the nonintact developed more negative attitudes. Likewise, the middle class children increased, while the working class fell lower.

Insert Table 14 about here

When broken into the Sex by Family type groups, and Sex by SES groups, only the intact, middle class girls showed an increase in the direction of positive attitudes towards Blacks. However these girls had an initial mean score of 0.80 (intact) and final score of 2.20, a nonsignificant increase of 1 40. The score differences on Family by Sex were not significant for DC I (F=0.96) or DC II (F=0.75). Nor were SES by Sex differences significant for DC I (F=1.14) or DC II (F=1.64). All groups were white-oriented.

Insert Figure 6 about here

Two of the Dolls Test's questions referred to self identity. A child who identified himself on both counts with the brown doll would receive a score of two, with the lowest score being zero. The total mean score of 0.93 in DC I and 0.98 in DC II indicated that these children exhibited the correct self identification only half of the time. The same mean score of approximately 1.0 was obtained for all subgroupings, with no significant differences found within any subgrouping. No changes occurred over the two-year period. See Figure 6. No differences were found in the Sex by Family groupings in DC I ($F=0.44$) or in DC II ($F=0.51$). Nor were differences found in the Sex by SES groupings in DC I ($F=0.16$) or in DC II ($F=0.26$). See Table 15. All had approximately the same score.

Insert Table 15 about here

The Dolls test scores indicated an orientation towards preferring the white doll over the brown one. These results are consistent across all groups for both years. Only limited change was found, with the total girls, the intact and middle class children moving in the preferred direction.

Both racial attitude tests had the same overall results. The children remained out-group oriented over both years. Shifts in the direction of viewing dark-skinned figures in a more positive manner, on both tests, were made by the girls, intact children, and those from middle class families.

Peabody Picture Vocabulary Test. The mean IQ of the total 1972 was 87.03 (SD=15.72), while the total of 1973 was 91.73 (SD=19.45). The DC I group was 85.35 (SD=13.47), but was a higher 92.07 in the second testing (SD=20.38). The IQ difference between the two tests was nonsignificant because of the wide range in scores. The groups could be considered as being in the low average range during the first year, but within the average IQ range in 1973. See Table 16.

Insert Table 16 about here

No significant sex differences were found in IQ for any of the groups. The 1972 boys mean was 86.55, SD=15.48, while the girls mean was 87.14, SD=16.20 (t=0.16; n.s.). In the total 1973 the boys mean was 88.84, SD=26.19, while the girls had a higher mean of 91.67, SD=18.47 (t=0.49; n.s.). In the DC I group similar means were obtained, the boys had 86.19, SD=14.93 and the girls 84.21, SD=11.54 (t=0.56; n.s.). In DC II, both sex group means were higher, boys had 92.48, SD=21.02, and the girls had a mean of 91.54, SD=19.96 (t=0.17, n.s.). The boys had increased an average of 6.29 points (t=1.36; 16 df; n.s.) and the girls had increased by 7.33 points (t=1.56; n.s.).

Insert Table 17 about here

The groups were broken into intact, nonintact family groups to determine if the family background influenced the PPVT IQ mean scores. No differences were found. The 1972 intact children had a mean of 89.29, SD=16.07, the nonintact group had 84.58, SD=13.32 (t=1.03, n.s.), a nonsignificant difference.

The 1973 intact group mean was 97.13, SD=33.49, with a wide range, while the nonintact 1973 group had a lower mean of 87.59, SD=17.59. The difference

between the groups was not significant (t=1.05; n.s.).

Insert Figure 7 about here

No family differences were found in the follow-up group. The DC I intact group's mean was 84.79, SD=12.37, and the nonintact mean was 86.16, SD=13.63 (t=0.35). In the DC II sample, the intact mean was higher at 100.14, but with a wider SD of 25.64, as compared to the nonintact DC II mean of 88.58, SD=17.81 (t=1.55; n.s.). The intact children showed greater increase in IQ than the nonintact. See Figure 7.

Insert Table 18 about here

The two SES groups were compared on IQ to test for social class differences. The MC children had higher, but nonsignificant, means in all four groups. The 1972 MC mean was 88.91, SD=18.00, similar to the WC mean of 85.97, SD=13.16 (t=0.50; n.s.). In 1973, the MC mean of 97.24, SD=31.99 was higher than the WC mean of 87.36, SD=17.52. The DC I MC mean was 89.13, SD=14.84 and the WC mean was 84.69, SD=12.51 (t=1.02; n.s.). The DC II MC mean of 101.73 was much higher than the WC mean of 88.05, however the MC SD was a very large 24.49, while the WC scores had less variability, SD=17.63. The difference between the two groups was not significant (t=1.96; n.s.).

Insert Table 19 about here

When broken into the four Family x Sex groups in DC I on IQ, no differences were found (F=0.83; 3, 48 df). The mean scores ranged from 82.78 to 89.20. See Table 19. In DC II similar results were obtained, no family x sex group differences were found (F=1.59; 3, 48 df). One small subgroup, the intact girls, did show a marked increase, moving from 86.60 to 107.40, a difference significant at the .05 level (t=5.15; 3 df). The intact boys made a smaller increase, from 83.78 to 96.11, a difference that was nonsignificant (t=1.06, n.s.).

No significant SES x Sex differences were found during either year on IQ. In DC I the MC boys were higher, but in DC II the MC girls were higher. The differences between the DC I group were nonsignificant (F=0.83; 3, 47 df), as was the case in DC II (F=1.69; 3, 47 df). The MC girls showed an increase, going from 87.83 to 103.00, but the difference was nonsignificant (t=2.69; 4 df). Sex differences were not as marked as were the class differences for this sample of children.

Sex-Role Attitude (SRA). This subtest of the PRAM had a possible range from zero to twelve, with the higher score showing an awareness of the socially accepted sex-role characteristic. The total 1972 group had a mean of 10.00 (SD=1.99); the total mean score for 1973 was 10.62 (SD=1.74). In DC I the mean was 10.09 (SD=1.55), that was similar to the DC II mean of 10.73 (SD=1.74). See Table 16.

Insert Table 20 about here

No sex differences were found in any of the sex, SES, or in the family groups. See Tables 17 and 18. Nor were differences found when the children were broken into Family x Sex or SES x Sex groups. See Table 20.

All of the children by this age had developed an awareness of "appropriate" sex role related behavior, as typified by the figures within the test.

Intercorrelations of Major Variables

Self Concept

The Thomas and Engle self concept tests correlated during the first year only in the girls (r=.483; p≤.04) and the nonintact group (r=.395; p≤.02). However, the two tests were found to be positively related during the second year in all six of the groups, between the .01 and .001 levels of significance. See Table 21. These results indicate that the two tests are measuring the same factors.

Insert Table 21 about here

Thomas SC total was highly significantly related to all four reference SC subscores during the first year, between the .03 and .001 level. The same results were found in the second year, with the exception that the boys TSC was not related to the Peer scale during the second year.

Engle SC was positively related to only a few of the Referent group scores during the first, but was found to relate to almost all of them during the second year. See Table 21. Children receiving high ESC scores also received high Self reference scores in DC I only in the girls, nonintact, and working class groups. Yet in DC II all of the group, except the boys, had significant relationships. ESC and the Mother reference were related only for the girls and intact in the first year. All six groups had significant relationships during the second year. ESC and Teacher as reference during DC I was related only in the nonintact group, but in all six groups during DC II.

The responses the children gave on the Engle were similar to those given to themselves and when asked to rate themselves as they felt they

were perceived by two significant others, mother and teacher.

Race Attitude and Preference Scores

All of the race attitude, preference and race self were intercorrelated. See Table 22. PRAM and Dolls RA had a significant negative correlation for boys (r=-.586; $p \leq .004$), intact (r=-.687; $p \leq .03$) and MC (r=-.595; $p \leq .05$), during both years. Because of the scoring versal in PRAM, with Black-orientation being given a low score, the negative correlations indicate that the children responded in the same manner on both tests. The tests were correlated at the .001 level for these three groups during the second year.

Insert Table 22 about here

Self Identity and PRAM were not related the first year. However, three groups had negative correlations between the first year's PRAM and the second year's race self identity: boys (r=-.500; $p \leq .01$), intact (r=-.590; $p \leq .04$) and MC (r= -.546; $p \leq .04$). This meant that while the scores were not related the first year, those who were out-group oriented on PRAM in 1972 tended to select the white doll, when asked in 1973 which one looked like him now and as a baby. Self Identity and PRAM were related in 1973 scores only for the girls (r=-.432; $p \leq .02$).

PRAM and the Total Dolls race preference scores were negatively related during the first year for only the boys (r=-.497; $p \leq .02$). Yet for the Intact (r=-.560; $p \leq .05$) and MC (r=-.533; $p \leq .05$), those who were Black-oriented in 1972 tended to select the Black dolls for positive attributes in 1973 but not in 1972. The same relationship between responses to PRAM and doll selection existed during the second year for all but the nonintact

children. No relationship of any type between these racial attitude measures were found for the nonintact during either year.

Thomas (TSC) and Race Attitude

In the first year, Thomas SC was positively related to the PRAM RA for the boys (r=.501; p≤.05), indicating that the boys with high SC scores were more out-group oriented. The relationship between TSC and PRAM did not continue during the second year. See Table 23.

Insert Table 23 about here

But the relationship did become significant during the second year for the nonintact (r=.391; p≤.008) and working class group (r=.343; p≤.05).

The same type of relationship between self concept and out-group orientation was consistently found in the first when Thomas was run against the Dolls race attitude score. For the Dolls test, a negative correlation would indicate a relationship between high self concept and out-group orientation. During the first year, negative correlations were found between TSC and dolls attitude for girls (r=-.591; p≤.01) and intact (r=-.593; p≤.04) groups. See Table 23.

During the second year, the relationship between self concept and out-group oriented racial attitudes, as measured by the doll test, no longer existed for the intact children. It continued to exist for the girls on the Dolls attitude (r=-.414; p≤.04). In addition, TSC and Dolls attitude reached a significant negative correlation for the nonintact (r=-.366; p≤.03), working class (r=-.319; p≤.05), and the total boys (r=-.358; p≤.03).

The TSC and dolls race self identity scores were not found to be related in any group during either year. Negative correlations were found for TSC and the total Dolls race preference scores for girls (r=-.556; $p \leq .02$), intact (r=-.596; $p \leq .04$) and for the middle class group (r=-.588; $p \leq .05$) during the first year, but only for the boys (r=-.337, $p \leq .04$) during the second year.

The nonintact and the working class children were the only two groups reaching significance between TSC on both the PRAM and Dolls attitude test including 1973. The girls were significant on the dolls RA total for both years.

Few significant relationships between TSC and RA measures were obtained by the first year, while more relationships were found during the second. In each case of significance the children with the higher self concept were more oriented toward the dominant group in our society, with that orientation being more apparent over time.

Engle (ESC) and Racial Attitude

While the Engle scores were found to be correlated with the Thomas scores, especially in the second year, fewer of the RA scores correlated with Engle. The same pattern of relationship remained in the few significances found. No relationship was found between ESC and race self identity or total dolls race preference for any group, in either year. See Table 23. In the first year, ESC and the dolls RAttitude were found significantly related for the boys (r=-.365; $p \leq .05$) and nonintact (r=-.340; $p \leq .03$). Neither group's relationship remained significant during the second year, when only the intact was significant (r=-.503; $p \leq .04$). No relationship between ESC and PRAM were found within either year. However the first year's ESC score was found to be negatively related with the second

year's PRAM scores for the working class children (r=-.403; p≤.001). See Table 23.

The self concept scores obtained with the Engle, did not appear to be strongly related to the RA scores received on the four measures for the six groups over two years. The groups found to be related indicated more out-group orientation when higher ESC scores were obtained.

Self Concept and IQ

The IQ scores for both years of all six groups were related at the .001 to .003 level of significance. See Table 24.

Insert Table 24 about here

TSC and IQ were not related for any group in the first year. However, the girls' 1972 Thomas Self Concept scores were related to higher IQ scores in 1972. The girls who felt good about themselves in 1972 obtained higher IQ scores the next year (r=.501; p≤.04).

The 1972 IQ scores of the boys (r=.319; p≤.05) and nonintact (r=.290; p≤.05) were positively related to TSC in 1973. The first year's brighter boys and intact children achieved high regard for themselves by the end of the second year. TSC and IQ were also positively related during 1973 for the boys, intact and MC children.

Similar results were obtained when the Engle test scores were related to IQ. See Table 24. The brighter boys, intact, and MC children had higher self concepts. This relationship was true within each year and across the two years. No relationships of any kind were found for the girls, nonintact, or working class children between self concept and ability as measured by the PPVT.

IQ and Thomas Reference Group Scores

IQ and Self reference SC score was found to correlate only for the NI (r=.356; $p \leq .03$) and WC (r=.356; $p \leq .03$) groups. But two additional groups had 1972 IQ scores that were related to their 1973 self reference scores: boys (r= .419; $p \leq .02$) and MC (r=.475; $p \leq .05$). The girls' 1972 SC score was related to their 1973 IQ score. In DC II the boys, intact and MC children had positive significant correlations. In each case, the higher the IQ the higher the child viewed himself, as shown by the Self reference score. See Table 25.

· Insert Table 25 about here

IQ and Mother reference scores were not related in 1972. But the WC 1972 IQ was related to the 1973 Mother score (r=.326; $p \leq .03$). A similar relationship existed between the girls' 1972 Mother and 1973 IQ scores (r=.427; $p \leq .05$). In DC II the girls, NI and WC IQ scores were related to the matter as reference score. These results indicated that in DC I, IQ scores were unrelated to how the children felt they were perceived by their mothers. Yet by the second year the girls, NI, and working class children with higher IQs felt that their mothers had a high regard for them. This did not hold true for boys, intact or middle class children.

No relationships were found in DC I between IQ and Teacher or Peer score. By the second year, boys, intact and MC were positively related for Teacher reference and only the boys had significant IQ and Peer relationships (r=.332; $p \leq .04$). How the children felt themselves perceived by their teachers or peers was not related to IQ scores, unlike their own self scores and mother as reference scores.

Intercorrelations of Major Variables (Summary)

In review, self concept, in general, was not found to be related for most groups to race attitude, except during DC II, when the boys, nonintact and working class groups did reach a relationship with Thomas as PRAM. Engle SC and PRAM were not related either year. The 1972 Engle was positively related to the 1973 PRAM score for boys and working class children.

Self concept and IQ were positively related during the second year for the boys and girls. In addition, for the boys and the NI, the first year's IQ was directly related to the second year's SC score. While the girls had the opposite crossover relationship, with the first year's SC being positively related to the second year's IQ score.

While not a part of the original study, a small group of foreign children from Africa and India were a part of the day care center and located in the neighborhood. The number was very small and was therefore not included in the regular analyses. The data are presented briefly because of their interesting responses. This was an attempt to explore attitudes of other dark-skinned individuals who were not indigenous to our country. These children were all middle class children from families related to the Embassies in the city. Twenty Indian children were tested by an Indian graduate student, and the elementary African children were tested by an African graduate student. Both testers were trained by the author. All spoke English as a second language, in addition the testers and children spoke the same mother tongue.

The 20 Indian children, 11 boys and 9 girls, had responses very similar to the DC II children. Their mean TSC scores were 49.45 for the total, 55.46 for the boys, and 42.11 for the girls (t=6.99; 18 df; n.s. sex difference). The mean PRAM score was 8.10 for the total, 8.00 for the boys, and 8.22 for the girls, which stood as moderate outgroup scores.

The 11 African students had mean SC and RA that could be considered ideal for a dark-skinned person. They had very positive self concepts and, at the same time, very good racial attitudes. Their mean TSC of 52.36 was higher than any of the other groups. The boys' mean was 48.67 and the girls were 53.75. Their PRAM mean score was 6.36, which is the theoretically ideal point in which the child is able to assign negative and positive attributes to the figures without regard to color. A mean of six indicates that the child saw the draker skinned person in positive situations as many time as the white, which is almost a random selection. The African boys had a mean of 9.00, moderately white-oriented, while the girls' mean was 5.50, a nonpreferential position.

In summary, the Washington, D.C. children had good positive self concepts, average ability levels, and racial attitudes that were in the moderate out-group range. A great deal of positive change was found by the end of the second year in the child development center. Self concept had moved significantly from the lower average range to a very high average score. The race attitudes did not change. The average IQ scores moved from the low average range to the average range, with some subgroups moving high in the average range.

Discussion

The overall purpose in studying these three groups of preschool children was to assess the impact upon these major research variables of three demographic settings:

1. An integrated urban Northern area;
2. An all-Black rural Southern area; and
3. An all-Black urban mid-Atlantic area.

The two major dimensions were found in the urban-rural and the all-Black integrated characteristics.

It would appear that the dark skinned child feels better about himself when he is surrounded by those of a similar group membership. The Black child in such a setting may come into fewer direct contacts with those who evaluate him negatively because of his dark skin. It could be that the child has a greater sense of security in this setting, which may not be found in integrated situations. The Mississippi children in an all-Black community, and the African child sheltered within an all-African enclave, may be more protected from the abrasive impact of racist attitudes and responses that the children may perceive in an integrated or predominately white setting. The DC children moved from a profile similar to Michigan to one similar to Mississippi, to the more positive self esteems, as they remained within the Black setting for an extra year.

The children may have been able to pick up very subtle clues from their environment, which may then have resulted in a lessened self evaluation. In all of the settings the children viewed themselves, and mother as referent, higher than teacher or peers. The perception of the teacher rating was the lowest referent group for all settings, with the lowest score being found in Michigan and DC I. The highest teacher score was obtained in Mississippi

(M=50) where the children felt the teacher viewed them in a strong positive manner. It should be remembered that the Southern teachers were all Black, as were the DC II teachers. The Black teachers could have been giving out supportive signals to these children that could be of benefit in later school years. This point is highlighted in the relationship between SC and IQ. An interaction was found between how the children assessed themselves and how they scored on a test of mental ability. While not directly related in either year in DC, the girls who had felt good about themselves during the first year scored higher on ability during the second. Boys who were high in IQ the first year felt better about themselves during the second. These children are receiving positive reinforcement and are thereby performing better. It could be hypothesized that these same children will be the ones who are able to benefit most from the education programs of regular elementary schools. These children will enter school feeling positive about themselves, have higher ability levels, and will enter a system of more positive feedback that will enable them to maximize their school experiences.

All groups had similar PRAM scores (Miss. M=8.86; Mich. M=8.71; DC I M=8.59; DC II M=8.41). The children consistently scored in the moderate white-oriented score range (7-8). The presence or absence of white children and teachers did not seem to affect their race attitude scores, nor did the urban-rural dimension appear to impact RA scores. The children appear to have internalized the societal preference of white over Black. However, these children did not have scores that were extremely white-oriented as earlier studies of Black children have found, nor were they as negative as results obtained from contemporary white children.

There was little significant sex difference found in any of the variables. Family differences were found in Thomas Self Concept, Engle SC, and to a smaller extent in the PPVT, with the intact having significantly higher scores. The I children had a greater out-group orientation. The SES of the child affected the TSC, PRAM, and to a lesser extent the PPVT, with the MC children receiving the higher scores.

In the Family x Sex groupings the intact girls were higher on most scores, especially in TSC and PRAM. Likewise in the SES x Sex groupings, the middle class girls received higher scores on TSC and more Black-oriented RA scores. These intact MC girls seem to have responded to and received more from the school setting than the other groups. This group would be the one expected to achieve more once it reaches school age. This same group of I girls had the greatest increase in self concepts and IQ scores.

The increase in SC for the boys, I, and MC and in IQ for the I, MC indicates that the children derived positive benefits from the child development program which was placed within an all-Black community. No change occurred in race attitude.

The children appear to have compartmentalized their view of themselves and their racial group. They are able to separate how they feel about themselves from how they feel about their own ethnic group. While remaining moderately white oriented, the children maintain good, positive self images.

Table 1

Frequency Distribution of Subjects and

Mean Age by Sample and Sex

Group	Sample					
	Wash., D.C. 1972		Wash., D.C. 1973		DC I & II	
	N	Age	N	Age	N	Age
Sex						
Total	68	4.6	61	5.4	55	5.4
Boys	41	4.6	31	5.4	31	5.4
Girls	27	4.6	30	5.4	24	5.4
Family Type						
Intact	18		15		14	
Nonintact	38		42		38	
No Data	12		4		3	
Total	68		61		55	
SES						
M. Class	14		17		15	
W. Class	38		39		36	
No Data	16		5		4	
Total	68		61		55	

[1] $\bar{X}$ C.A. in year and months

[2] Age in 1973.

Table 2

Means and Standard Deviations of Self Concept Scores by Sample Totals

Sample	Thomas Self Concept			Engle Self Concept		
	N	M	SD	N	M	SD
Wash., D.C. 1972	68	42.71	11.17	72	24.72	4.91
Wash., D.C. 1973	59	49.88	10.65	60	27.43	6.19
DC I[1] 1972	55	44.00[2]	9.68	55	28.87[3]	4.55
DC II 1973	55	49.30	10.69	55	27.96	6.07

[1] D C I and II are the same children retested one year later for the follow-up portion of the study. Their data are also included within D C '72 and D C '73 S_S.

[2] Thomas D C I and II $t=2.74$; 53 df; $p \leq .01$.

[3] Engle D C I and II $t=0.89$; 53 df; n.s.

Table 3

Means, Standard Deviations, and t Tests of Self Concept Measures by Sex and Family Type

Sample	Group	Thomas Self Concept				Engle Self Concept			
		N	M	SD	t	N	M	SD	t
Wash, D.C.									
1972	Boys	41	45.08	11.47	0.17	41	27.85	5.45	1.02
	Girls	27	40.80	10.08		27	29.04	4.13	
	Intact	13	46.85	6.82	1.41	16	28.45	4.63	0.40
	Nonintact	38	43.37	9.77		27	29.04	5.10	
Wash, D.C.									
1973	Boys	31	50.61	9.27	0.54	31	28.10	6.31	0.85
	Girls	28	49.07	12.13		29	26.72	6.10	
	Intact	15	54.87	8.18	2.68**	15	31.27	5.96	3.06*
	Nonintact	40	47.55	10.97		42	25.83	5.68	
DC I	Boys	31	45.87	10.23	1.67	31	28.48	4.91	1.06
	Girls	24	41.58	8.77		24	29.79	4.22	
	Intact	14	47.14	6.64	1.58	14	29.29	4.29	0.23
	Nonintact	38	43.37	9.77		38	28.97	4.37	
DC II	Boys	31	50.81	9.23	1.12	31	28.87	5.94	1.39
	Girls	24	47.42	12.47		24	26.54	6.31	
	Intact	14	54.07	8.70	2.28*	14	31.86	5.71	3.02*
	Nonintact	38	47.11	10.93		38	26.45	5.76	

**$p \leq .01$.

Table 4

Means, SD and *t* Tests of Self Concept Measures

by Socio-Economic Status

Sample		Class	N	Thomas			N	Engle		
				Mean	SD	*t*		Mean	SD	*t*
DC	1972	Middle	15	46.87	6.50	1.57	15	29.33	4.37	0.33
		Working	36	43.17	9.96		36	28.89	4.38	
DC	1973	Middle	17	49.29	7.66	1.21	17	29.77	6.21	1.73
		Working	37	46.16	10.91		38	26.66	6.06	
DC	I	Middle	15	46.87	6.50	1.57	15	29.33	4.37	0.33
		Working	36	43.17	9.96		36	28.89	4.38	
DC	II	Middle	15	54.40	8.31	2.69**	15	30.40	6.31	1.84
		Working	36	46.78	11.10		36	26.89	6.00	

**$p \leq .01$, 49 *df*.

Table 5

Mean, Standard Deviation, and Anova of DC I and DC II

Thomas SC for Sex by Family Type and Sex by SES

Sample	Group	Thomas Self Concept						
		N	Mean	SD	Source	df	Mean Sq	F
DC I	Intact Boys	9	49.78	6.59	Between	3	208.11	2.75
	Nonintact Boys	20	46.05	9.85	Within	48	75.58	
	Intact Girls	5	42.40	3.58	Total	51		
	Nonintact Girls	18	40.39	9.02				
DC II	Intact Boys	9	51.56	10.13	Between	3	380.85	3.84*
	Nonintact Boys	20	50.50	9.17	Within	48	99.13	
	Intact Girls	5	58.60	1.14	Total	51		
	Nonintact Girls	18	43.33	11.72				
DC I	MC Boys	9	49.67	6.73	Between	3	203.12	2.65
	WC Boys	19	45.84	10.04	Within	47	6.56	
	MC Girls	6	42.67	3.27	Total	50		
	WC Girls	17	40.18	9.26				
DC II	MC Boys	9	52.67	10.11	Between	3	378.64	3.72*
	WC Boys	19	50.00	9.37	Within	47	101.75	
	MC Girls	6	57.00	4.05	Total	50		
	WC Girls	17	43.00	12.00				

*$p \leq .05$ (3.36)

Table 6

Means, Standard Deviations, and t Tests of Follow-up Group on Thomas Reference Groups

Reference Groups	Sample	Thomas Self Concept		
		Mean	Standard Deviation	t
Self	DC I	49.07	6.99	1.30
	DC II	50.82	7.09	
Mother	DC I	47.64	10.36	2.03*
	DC.II	51.58	10.07	
Teacher	DC I	40.06	10.59	3.15**
	DC II	47.16	12.97	
Peer	DC I	41.33	10.06	3.49**
	DC II	48.02	10.07	

N=55

*$p \leq .05$ (2.00)

**$p \leq .01$ (2.66)

Table 7

Means, Standard Deviation, and Anova of DC I and DC II

Engle SC for Sex by Family Type and Sex by SES

Sample	Group	Engle Self Concept N	Mean	SD	Source	df	Mean Sq	F
DC I	Intact Boys	9	28.33	4.80	Between	3	9.45	0.50
	Nonintact Boys	20	29.30	4.62	Within	48	19.09	
	Intact Girls	5	31.00	2.83	Total	51		
	Nonintact Girls	18	28.61	14.16				
DC II	Intact Boys	9	30.44	6.77	Between	3	191.19	6.68*
	Nonintact Boys	20	28.75	5.62	Within	48	28.65	
	Intact Girls	5	34.40	1.34	Total	51		
	Nonintact Girls	18	23.89	4.86				
DC I	MC Boys	9	28.56	5.18	Between	3	5.86	0.30
	WC Boys	19	29.11	4.57	Within	47	19.65	
	MC Girls	6	30.50	2.81	Total	50		
	WC Girls	17	28.65	4.29				
DC II	MC Boys	9	29.11	6.94	Between	3	145.58	4.53**
	WC Boys	19	29.47	5.74	Within	47	32.15	
	MC Girls	6	32.33	5.20	Total	50		
	WC Girls	17	24.00	4.99				

**p≤.01 (4.10)

Table 8

Means and Standard Deviations of Racial Attitude Scores by Sample Totals

Sample	Williams' RA			Dolls Test		
	N	M	SD	N	M	SD
Wash., D.C. 1972	79	8.59	2.64	78	2.80	2.43
Wash., D.C. 1973	61	8.41	2.88	61	2.54	2.78
DC I 1972	55	8.60	2.06	55	2.48	2.36
DC II 1973	55	8.56	2.90	55	2.48	2.66

Table 9

Means, Standard Deviations, and t Tests of Dolls Race Preference Scores by Sex and Family Type

Sample	Group	Williams' RA				Dolls Test			
		N	M	SD	t	N	M	SD	t
Wash., D.C. 1972	Boys	44	8.77	2.45	0.04	43	3.07	2.71	1.15
	Girls	35	8.00	2.92		35	2.46	2.01	
	Intact	15	9.07	2.40	1.01	17	1.88	2.21	1.12
	Nonintact	28	8.32	2.14		38	3.00	2.75	
Wash., D.C. 1973	Boys	31	8.90	2.83	1.80	31	2.16	2.38	0.75
	Girls	30	7.57	2.98		30	2.67	2.83	
	Intact	15	7.33	3.42	1.59	15	3.00	2.83	0.94
	Nonintact	42	8.83	2.42		42	2.21	2.64	
DC I	Boys	31	8.90	1.87	1.28	31	2.61	2.69	0.46
	Girls	24	8.17	2.30		24	2.33	1.79	
	Intact	14	10.00	1.66	3.82**	14	2.07	1.69	1.00
	Nonintact	38	7.92	1.94		38	2.68	2.57	
DC II	Boys	31	9.07	2.80	1.46	31	2.19	2.37	0.86
	Girls	24	7.92	2.95		24	2.83	3.00	
	Intact	14	8.29	3.54	0.52	14	2.79	2.81	0.74
	Nonintact	38	8.82	2.18		38	2.16	2.50	

**$p \leq .01$.

Table 10

Means, Standard Deviations and t-Tests of Racial Attitude Scores by Socio-Economic Status

Sample	Class	Williams' RA				Dolls Racial Preference			
		N	M	SD	t	N	M	SD	t
Wash., D.C. 1972	Middle	9	9.44	1.67	1.50	10	2.30	1.83	0.75
	Working	33	8.39	2.45		39	2.85	2.78	
Wash., D.C. 1973	Middle	17	8.53	3.30	0.13	17	3.12	3.18	1.11
	Working	39	8.64	2.42		39	2.15	2.46	
DC I	Middle	15	9.73	1.58	3.35**	15	2.00	1.69	1.27
	Working	36	7.94	2.07		36	2.78	2.60	
DC II	Middle	15	8.60	3.50	0.01	15	3.00	3.30	1.02
	Working	36	8.61	2.45		36	2.06	2.24	

**$p \leq .01$.

Table 11

Means, Standard Deviations, and Anova of DC I and DC II

Williams' RA for Sex by Family Type and Sex by SES

Sample	Group	Williams' Racial Attitude						
		N	Mean	SD	Source	df	Mean Sq.	F
DC I	Intact Boys	9	9.89	1.69	Between	3	18.07	5.27**
	Nonintact Boys	20	8.40	1.88	Within	48	3.43	
	Intact Girls	5	10.20	1.79	Total	51		
	Nonintact Girls	18	7.39	3.66				
DC II	Intact Boys	9	8.00	3.57	Between	3	8.23	1.07
	Nonintact Boys	20	9.50	2.50	Within	48	7.68	
	Intact Girls	5	8.80	3.83	Total	51		
	Nonintact Girls	18	8.06	2.29				
DC I	MC Boys	9	9.67	1.50	Between	3	15.08	4.09*
	WC Boys	19	8.47	2.07	Within	47	3.69	
	MC Girls	6	9.83	1.84	Total	50		
	WC Girls	17	7.35	1.97				
DC II	MC Boys	9	8.22	3.63	Between	3	6.77	0.88
	WC Boys	19	9.26	2.51	Within	47	7.70	
	MC Girls	6	9.17	3.55	Total	50		
	WC Girls	17	7.88	2.23				

*$p \leq .05$ (2.80).

**$p \leq .01$ (4.22).

Table 12

Means, Standard Deviations, and Anova of DC I and DC II

Dolls Test for Sex by Family Type and Sex by SES

		Dolls Test - Race Preference						
Sample	Group	N	Mean	SD	Source	df	Mean Sq.	F
DC I	Intact Boys	9	2.33	1.94	Between	3	1.92	0.33
	Nonintact Boys	20	2.75	3.09	Within	48	5.82	
	Intact Girls	5	1.60	1.14	Total	51		
	Nonintact Girls	18	2.61	1.91				
DC II	Intact Boys	9	2.56	2.56	Between	3	2.40	0.35
	Nonintact Boys	20	1.95	5.95	Within	48	6.88	
	Intact Girls	5	3.20	3.49	Total	51		
	Nonintact Girls	18	2.39	2.62				
DC I	MC Boys	9	2.44	1.88	Between	3	3.62	0.63
	WC Boys	19	2.79	3.17	Within	47	5.78	
	MC Girls	6	1.33	1.21	Total	50		
	WC Girls	17	2.77	1.86				
DC II	MC Boys	9	3.22	3.42	Between	3	5.93	0.87
	WC Boys	19	1.63	1.80	Within	47	6.80	
	MC Girls	6	2.67	3.39	Total	50		
	WC Girls	17	2.53	2.63				

Table 13

Means, Standard Deviations, and t Tests of Follow-Up Group on Dolls Test: Attitude and Identity Scores

Sample	Group	Attitude				Identity			
		N	M	SD	t	N	M	SD	t
DC I	Total	55	1.69	1.99		55	0.93	0.86	
	Boys	31	1.68	2.18	0.02	31	0.97	0.91	0.23
	Girls	24	1.67	1.79		24	0.92	0.78	
	Intact	14	1.14	1.46	1.27	14	1.00	0.78	0.10
	Nonintact	38	1.82	2.19		38	0.97	0.89	
	MC	15	1.13	1.41	1.63	15	0.93	0.88	0.14
	WC	36	1.97	2.18		36	0.97	0.88	
DC II	Total	55	1.49	2.30		55	0.98	0.85	
	Boys	31	1.23	2.11	0.95	31	0.97	0.84	0.49
	Girls	24	1.83	2.53		24	1.08	0.88	
	Intact	14	2.00	2.51	1.15	14	0.79	0.80	0.93
	Nonintact	38	1.13	2.11		34	1.03	0.89	
	MC	15	2.20	2.83	1.47	15	0.80	0.86	
	WC	36	1.03	1.91		36	0.97	0.88	0.65

Table 14

Means, Standard Deviations, and Anova of DC I and DC II Dolls Test - Attitude for Sex by Family Type and Sex by SES

Sample	Group	Dolls Test - Attitude						
		N	M	SD	Source	df	Mean Sq.	F
DC I	Intact Boys	9	1.56	1.59	Between	3	3.90	0.96
	Nonintact Boys	20	1.65	2.48	Within	48	4.08	
	Intact Girls	5	0.80	0.89	Total	51		
	Nonintact Girls	18	2.11	1.81				
DC II	Intact Boys	9	1.89	2.47	Between	3	3.79	0.75
	Nonintact Boys	20	0.85	2.01	Within	48	5.06	
	Intact Girls	5	2.20	2.86	Total	51		
	Nonintact Girls	18	1.44	2.23				
DC I	MC Boys	9	1.56	1.59	Between	3	4.56	1.14
	WC Boys	19	1.74	2.51	Within	47	4.01	
	MC Girls	6	0.70	0.84	Total	50		
	WC Girls	17	2.24	1.79				
DC II	MC Boys	9	2.44	3.05	Between	3	8.00	1.64
	WC Boys	19	0.58	1.43	Within	47	4.89	
	MC Girls	6	1.83	2.71	Total	50		
	WC Girls	17	1.53	2.27				

Table 15

Means, Standard Deviations, and Anova of DC I and DC II Dolls Test - Self-Identity for Sex by Family Type and Sex by SES

Sample	Group	Dolls Test - Identity						
		N	M	SD	Source	df	Mean Sq.	F
DC I	Intact Boys	9	0.88	0.78	Between	3	0.33	0.44
	Nonintact Boys	20	1.10	0.97	Within	48	0.75	
	Intact Girls	5	1.20	0.84	Total	51		
	Nonintact Girls	18	0.83	0.79				
DC II	Intact Boys	9	0.67	0.87	Between	3	0.39	0.51
	Nonintact Boys	20	1.10	0.85	Within	48	0.77	
	Intact Girls	5	1.00	0.71	Total	51		
	Nonintact Girls	18	0.94	0.94				
DC I	MC Boys	9	1.00	0.87	Between	3	0.13	0.16
	WC Boys	19	1.05	0.97	Within	47	0.80	
	MC Girls	6	0.83	0.98	Total	50		
	WC Girls	17	0.88	0.78				
DC II	MC Boys	9	0.78	0.97	Between	3	0.20	0.26
	WC Boys	19	1.05	0.85	Within	47	0.79	
	MC Girls	6	0.83	0.75	Total	50		
	WC Girls	17	1.00	0.94				

Table 16

Means and Standard Deviations of other Major Variables

by Sample Totals

Sample	PPVT IQ			Sex Role Attitude		
	N	M	SD	N	M	SD
Wash., D.C. 1972	78	87.03	15.72	60	10.00	1.99
Wash., D.C. 1973	60	91.73	19.45	61	10.62	1.74
DC I 1972	55	85.33	13.47	55	10.09	1.55
DC II 1973	55	92.07	20.38	55	10.73	1.74

Table 17

Means, Standard Deviations, and *t* Tests of Other Major Variables by Sex and Family Type

Sample	Group	PPVT IQ				Sex Role Attitude			
		N	M	SD	*t*	N	M	SD	*t*
Wash., D.C. 1972	Boys	42	86.55	15.48	0.16	33	10.18	2.08	0.93
	Girls	35	87.14	16.20		26	9.69	1.93	
	Intact	17	89.29	16.07	1.03	11	10.64	1.36	1.64
	Nonintact	31	84.58	13.32		29	9.76	1.86	
Wash., D.C. 1973	Boys	31	88.84	26.19	0.49	31	10.70	1.66	0.39
	Girls	30	91.67	18.47		30	10.54	1.80	
	Intact	15	97.13	33.49	1.05	15	10.94	1.48	1.16
	Nonintact	42	87.59	17.59		42	10.38	1.84	
DC I	Boys	31	86.19	14.93	0.56	31	10.42	0.99	1.68
	Girls	24	84.21	11.54		24	9.67	2.01	
	Intact	14	84.79	12.37	0.35	14	10.71	1.20	2.07
	Nonintact	38	86.16	13.63		38	9.84	1.67	
DC II	Boys	31	92.48	21.02	1.06	31	10.81	1.67	0.31
	Girls	24	91.54	19.96		24	10.67	1.83	
	Intact	14	100.14	25.64	1.55	14	11.29	1.27	1.79
	Nonintact	38	88.58	17.81		38	10.47	1.89	

Table 18

Means, Standard Deviations, and t Tests of Other

Major Variables by Socio-Economic Status

Sample	Class	PPVT IQ				Sex Role Attitude			
		N	M	SD	t	N	M	SD	t
Wash., D.C. 1972	MC	11	88.91	18.00	0.50	8	10.50	1.31	1.10
	WC	37	85.97	13.16		32	9.88	1.86	
Wash., D.C. 1973	MC	17	97.24	31.99	1.20	17	10.82	1.60	0.85
	WC	39	87.36	17.52		39	10.42	1.84	
DC I 1972	MC	15	89.13	14.84	1.02	15	10.73	1.16	2.25
	WC	36	84.69	12.51		36	9.81	1.70	
DC II 1973	MC	15	101.73	24.49	1.96	15	11.07	1.49	1.15
	WC	36	88.05	17.63		36	10.50	1.88	

Table 19

Means, Standard Deviations, and Anova of DC I and DC II

PPVT IQ for Sex by Family Type and Sex by SES

		PPVT IQ						
Sample	Group	N	M	SD	Source	df	Mean Sq.	F
DC I	Intact Boys	9	83.78	15.62	Between	3	145.20	0.83
	Nonintact Boys	20	89.20	13.94	Within	48	176.02	
	Intact Girls	5	86.60	1.67	Total	51		
	Nonintact Girls	18	82.78	12.82				
DC II	Intact Boys	9	96.11	31.26	Between	3	652.94	1.59
	Nonintact boys	20	90.65	15.72	Within	48	410.13	
	Intact Girls	5	107.40	8.88	Total	51		
	Nonintact Girls	18	86.28	20.08				
DC I	MC Boys	9	90.00	19.39	Between	3	146.47	0.83
	WC Boys	19	87.00	12.02	Within	47	177.16	
	MC Girls	6	87.83	3.37	Total	50		
	WC Girls	17	82.12	12.90				
DC II	MC Boys	9	100.89	30.59	Between	3	688.75	1.69
	WC Boys	19	89.37	14.86	Within	47	408.16	
	MC Girls	6	103.00	13.39	Total	50		
	WC Girls	17	86.59	20.66				

Table 20

Means, Standard Deviations, and Anova of DC I and DC II Sex Role Attitude for Sex by Family Type and Sex by SES

Sample	Group	Sex Role Attitude N	M	SD	Source	df	Mean Sq.	F
DC I	Intact Boys	9	10.67	0.87	Between	3	5.56	2.36
	Nonintact Boys	20	10.30	1.08	Within	48	2.36	
	Intact Girls	5	10.80	1.79	Total	51		
	Nonintact Girls	18	9.33	2.06				
DC II	Intact Boys	9	11.11	1.45	Between	3	2.73	0.87
	Nonintact Boys	20	10.60	1.85	Within	48	3.14	
	Intact Girls	5	11.60	0.89	Total	51		
	Nonintact Girls	18	10.33	1.97				
DC I	MC Boys	9	10.78	0.83	Between	3	5.86	2.46
	WC Boys	19	10.26	1.10	Within	47	2.39	
	MC Girls	6	10.67	1.63	Total	50		
	WC Girls	17	9.29	2.11				
DC II	MC Boys	9	11.11	1.45	Between	3	1.16	0.35
	WC Boys	19	10.53	1.87	Within	47	3.27	
	MC Girls	6	11.00	1.67	Total	50		
	WC Girls	17	10.47	1.94				

Table 21

Significant Intercorrelations of Self Concept Tests and of Engle and Thomas Referent Group Scores by Sub Groups

Variables	DC I Group	r	p	DC II Group	r	p
Engel SC & Thomas SC	Girls	.483	.05	Girls	.523	.006
	Nonintact	.395	.02	Boys	.553	.001
	Working Class	.367	.03	Intact	.751	.001
				Nonintact	.430	.004
				Middle Class	.652	.003
				Working Class	.491	.001
Engel & Self Ref.	Girls	.517	.03	Girls	.428	.05
	Nonintact	.368	.03	Boys	.397	.02
	Working Class	.350	.04	Intact	.570	.02
				Nonintact	.398	.007
				Middle Class	.464	.05
				Working Class	.435	.01
Engel & Mother Ref.	Girls	.559	.02	Girls	.343	.05
	Nonintact	.429	.01	Boys	.542	.001
	Working Class	.411	.02	Intact	.610	.01
				Nonintact	.346	.01
				Middle Class	.586	.01
				Working Class	.381	.01

(continued)

Table 21 (continued)

Variables	Group	DC I r	DC I p	Group	DC II r	DC II p
Engel & Teacher Ref.	Nonintact	.321	.05	Girls	.466	.01
				Boys	.382	.02
				Intact	.609	.01
				Nonintact	.330	.02
				Middle Class	.451	.05
				Working Class	.389	.01
Engel SC & Peer Ref.				Girls	.551	.004
				Boys	.590	.001
				Intact	.793	.001
				Nonintact	.445	.003
				Middle Class	.702	.001
				Working Class	.498	.001

Table 22

Significant Intercorrelations of Self Concept and of Racial Attitude and Preference Scores for all Subgroups[1]

	DC I 1972			DC II 1973		
Variables	Group	r	p	Group	r	p
PRAM & Dolls RA	Boys	-.586	.004	Boys	-.586	.001
	Intact	-.687	.03	Intact	-.832	.001
	MC	-.595	.05	MC	-.702	.001
PRAM & Dolls Self Identity	Boys (72 PRAM / 73 S Id)	-.500	.01	Girls	-.432	.02
	Intact "	-.590	.04			
	MC "	-.546	.04			
PRAM & Dolls Race Preference	Boys	-.497	.02	Boys	-.470	.01
	Intact (72 PRAM / 73 RP)	-.560	.05	Girls (72 Pref / 73 PRAM)	-.395	.05
	MC "	-.533	.05	Intact	-.706	.002
				MC	-.597	.007
				WC	-.277	.05

[1]A low PRAM score and a high Dolls score both indicate pro-Black attitudes. A negative correlation between these scores would indicate the group was pro-Black or pro-white on both tests.

Table 23

Significant Intercorrelations of Thomas and Engle Self Concept Tests with Racial Attitude Measures

	DC I			DC II		
Variables	Group		r	p	Group	r	p
TSC & PRAM					Boys	.501	.01
					NI	.391	.008
					WC	.343	.05
TSC & Dolls Race Att.	Girls		-.591	.01	Boys	-.358	.03
	Intact		-.593	.04	Girls	-.414	.04
					WC	-.319	.05
					NI	-.336	.03
TSC & Self Id.	No Significant Relationships						
TSC & Dolls Race Pref.	Girls		-.556	.02	Boys	-.337	.04
	Intact		-.596	.04			
	MC		-.588	.05			
ESC & PRAM	WC	(72 ESC, 73 PRAM)	-.403	.01			
	Boys	"	-.383	.03			

(continued)

Table 23 (continued)

Variables	DC I Group	r	p	DC II Group	r	p
ESC & Dolls Race Attitude	Boys	-.365	.04	Intact	-.503	.05
	NI	.340	.03			
ESC & Dolls Self Id	No Significant Relationships					
ESC & Dolls Race Pref	No Significant Relationships					

Table 24

Significant Intercorrelations of Self Concept

and IQ Variables by Subgroups

Variables	DC I 1972 Group	r	p	DC II 1973 Group	r	p
TSC & IQ	Girls (72 TSC / 73 IQ)	.501	.04	Boys (72 IQ / 73 TSC)	.319	.05
				NI "	.290	.05
				Boys	.444	.01
				Intact	.599	.01
				MC	.610	.01
Engle & IQ	Boys (72 ESC / 73 IQ)	.371	.05	Boys (72 IQ / 73 ESC)	.340	.05
	Intact "	.658	.01	Intact "	.589	.04
	MC "	.617	.01	Boys	.460	.01
	Intact	.661	.02	Intact	.575	.02
	MC	.624	.05	MC	.488	.01
IQ 72 & IQ 73	Boys	.644	.001			
	Girls	.604	.003			
	Intact	.827	.002			
	NI	.602	.001			
	MC	.729	.004			
	WC	.564	.001			

Table 25

Significant Intercorrelations of IQ and Thomas

Reference Group Scores

Variables	DC I 1972 Group	r	p	DC II 1973 Group	r	p
IQ & Preference Scores:						
Self	NI	.356	.03	Girls (72 Self R / 73 IQ)	.506	.03
	WC	.356	.03	Boys	.487	.004
	Boys (72 IQ / 73 Self R)	.419	.02	Intact	.708	.02
	MC "	.475	.05	MC	.696	.001
Mother	WC (72 IQ / 73 MoR)	.326	.03	Girls (72 MoR / 73 IQ)	.427	.05
				Girls	.405	.03
				NI	.301	.03
				WC	.270	.05
Teacher				Boys	.469	.005
				Intact	.589	.01
				MC	.558	.01
Peer				Boys	.332	.04

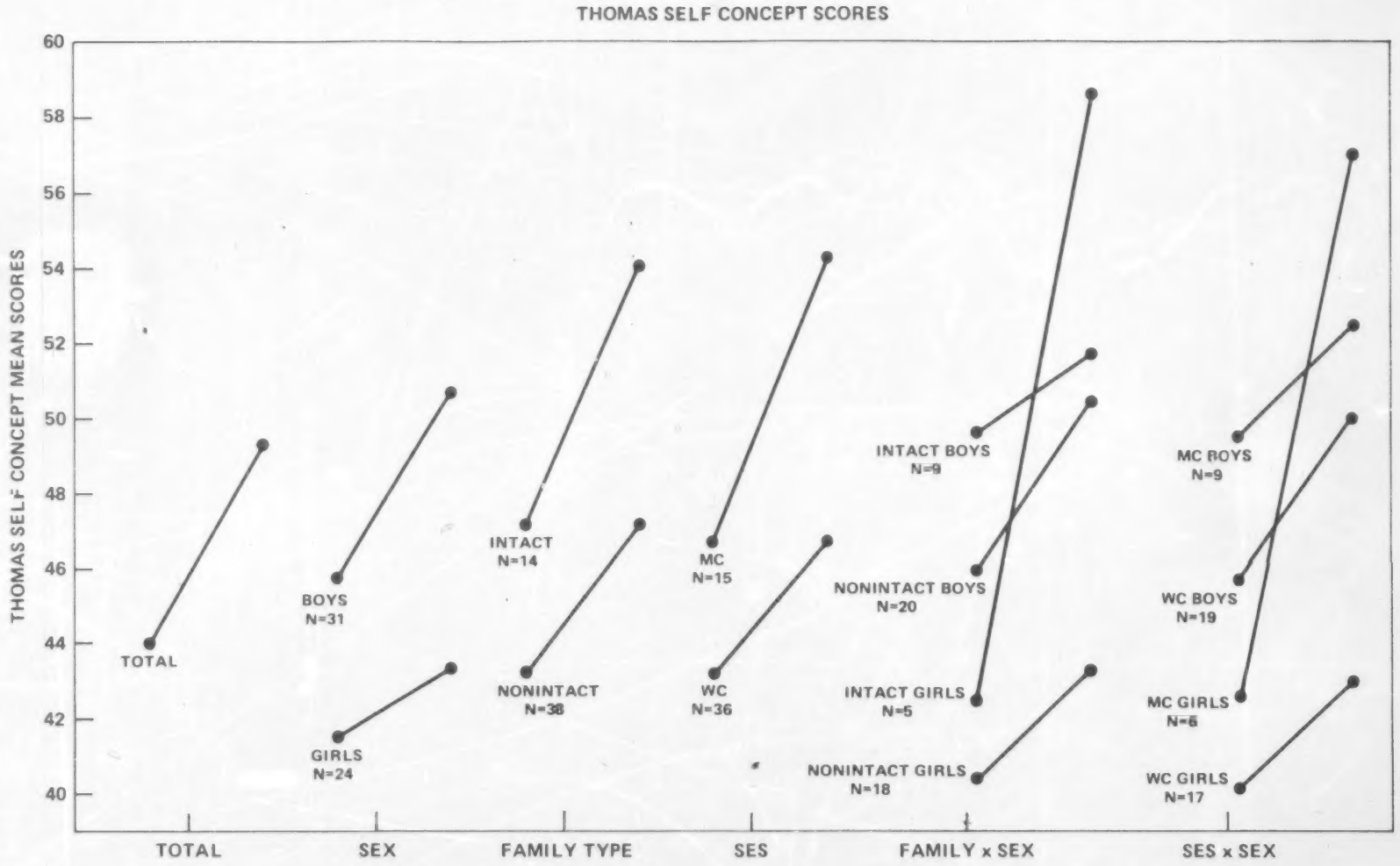

Fig. 1. Mean Thomas Self Concept Values scores of the follow-up sample in Washington, D.C. for Total group and subgroups.

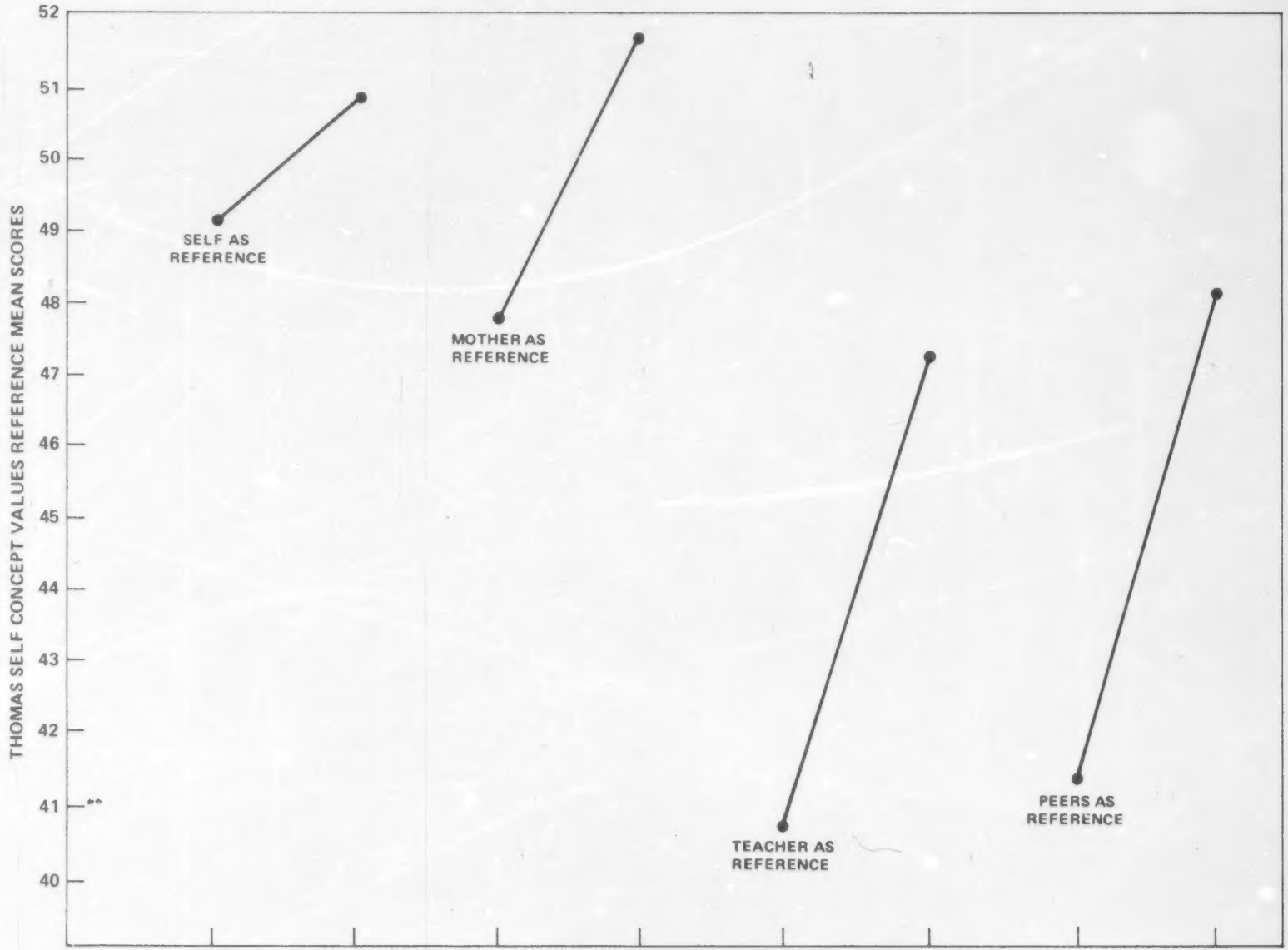

Fig. 2. Thomas Reference groups mean scores: Self, Mother, Teacher and Peers, for DC I and DC II total groups.

JOB NO. 73-109

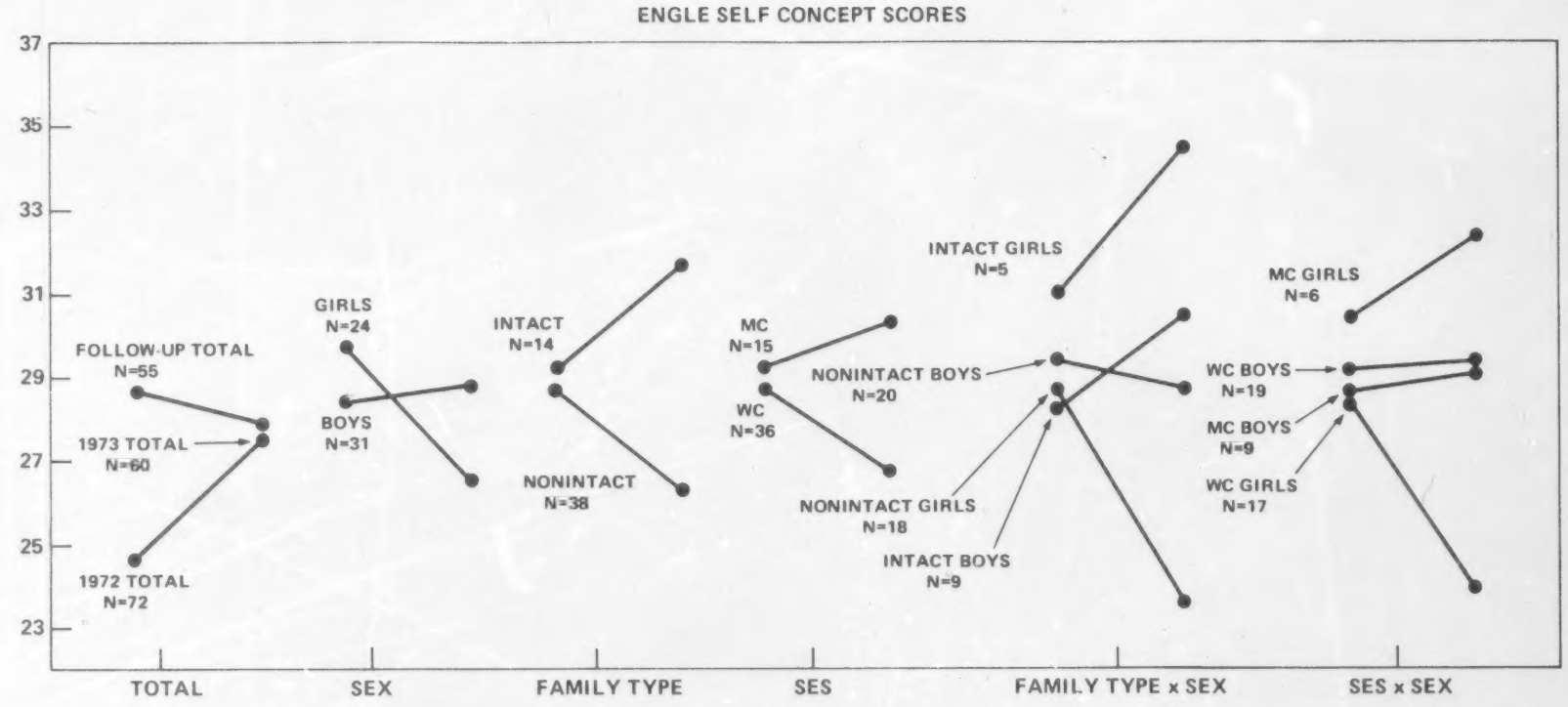

Fig. 5. Mean Engle Self Concept Values scores of the preschool sample in Washington, D.C. for Total groups and subgroups, of Follow-up sample, DC I and DC II.

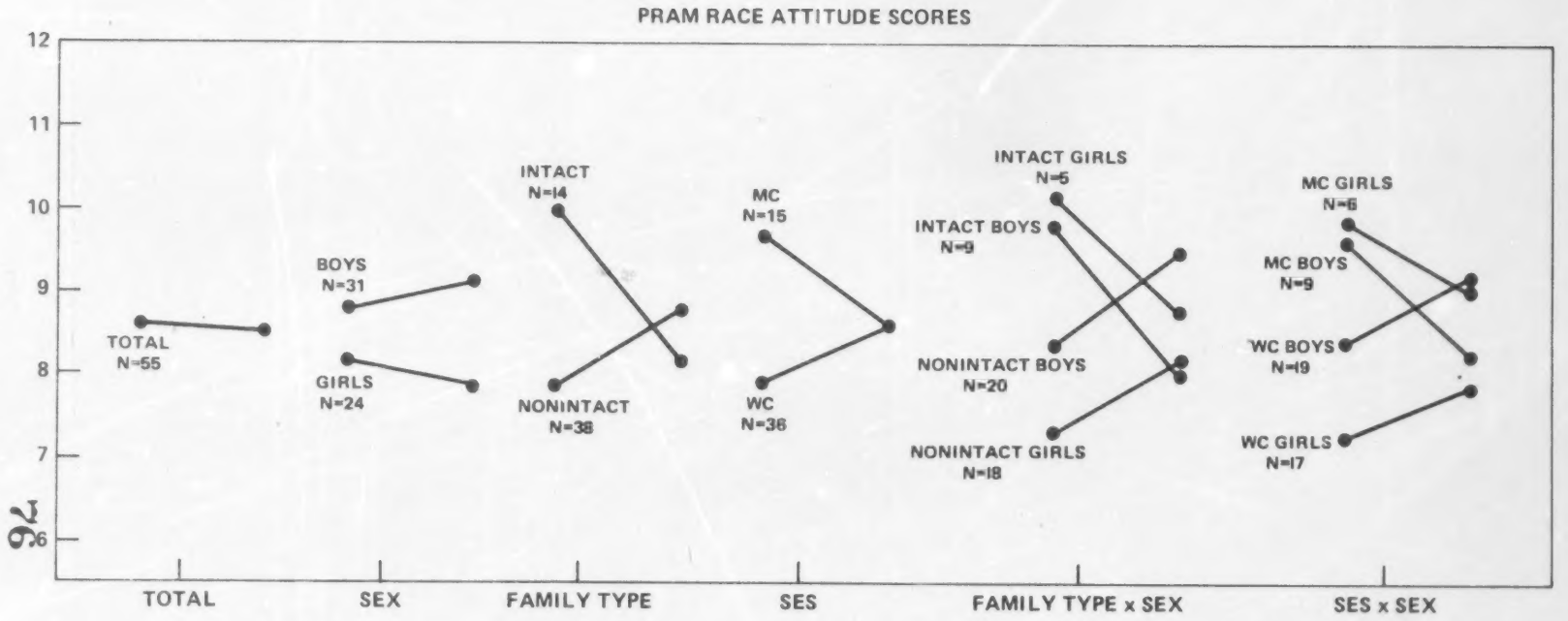

Fig. 4. PRAM race attitude score for DC I and DC II Washington, D. C. follow-up. (The lower score is more own-group oriented.)

JOB NO. 73-109

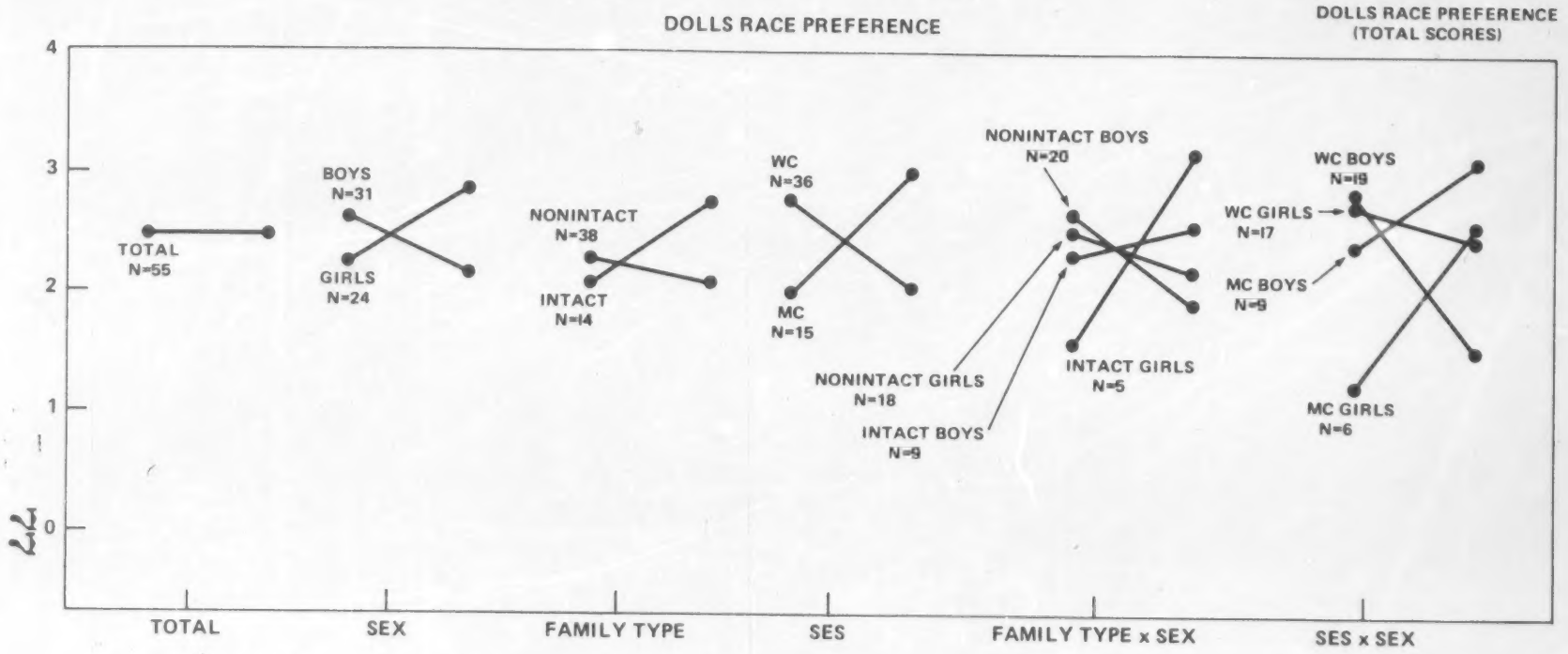

Fig. 5. Mean scores of DC I and DC II Dolls Test Race Preference results (Race Attitude and Race Preference are summed to obtain score.) for Washington, D. C. Sample and Subgroups.

JOB NO. 73-109

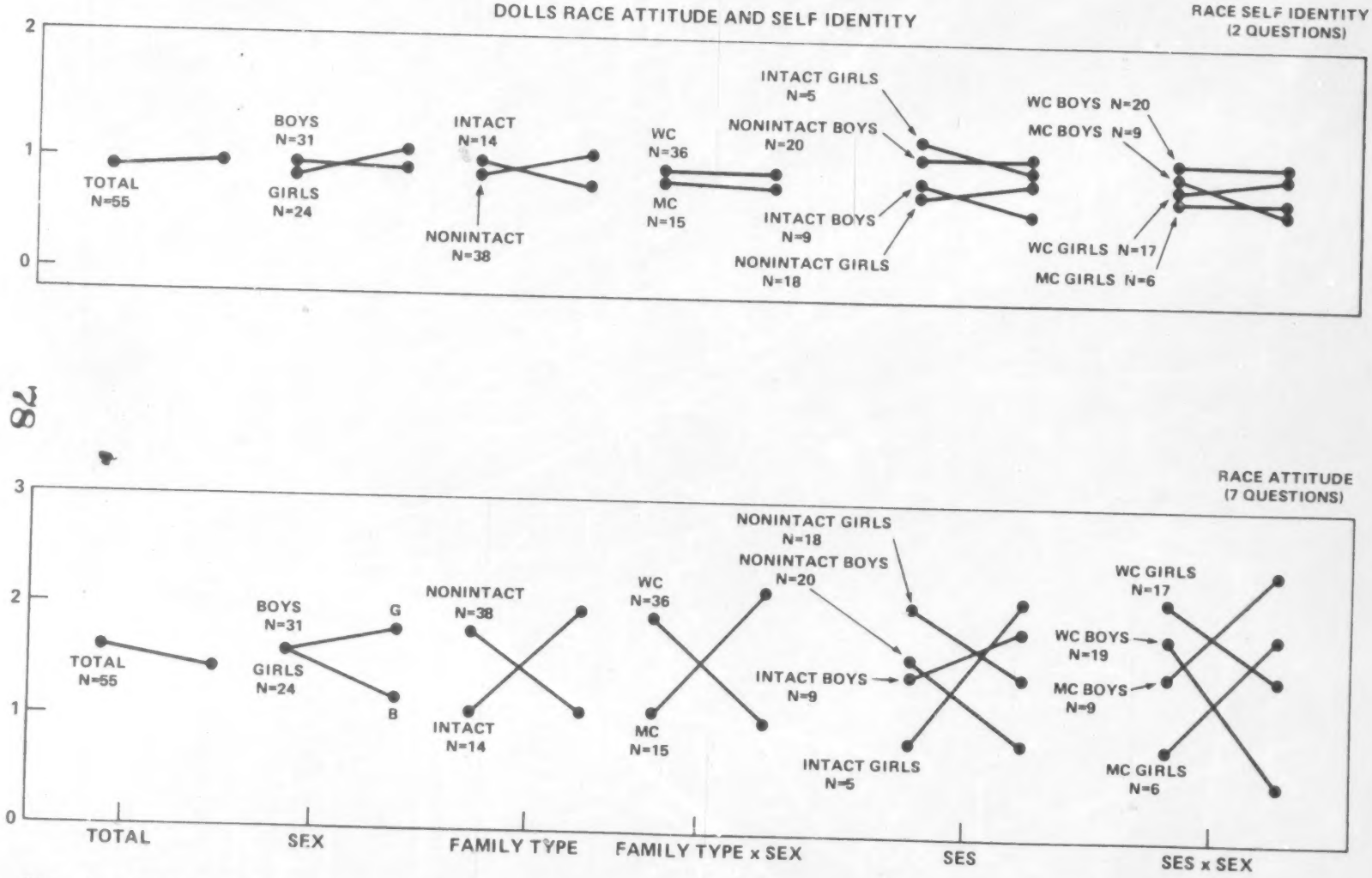

Fig. 6. DC I and DC II mean scores for Dolls test subscores, Race Self Identity and Race Attitude for total sample and subgroups.

JOB No. 73-109

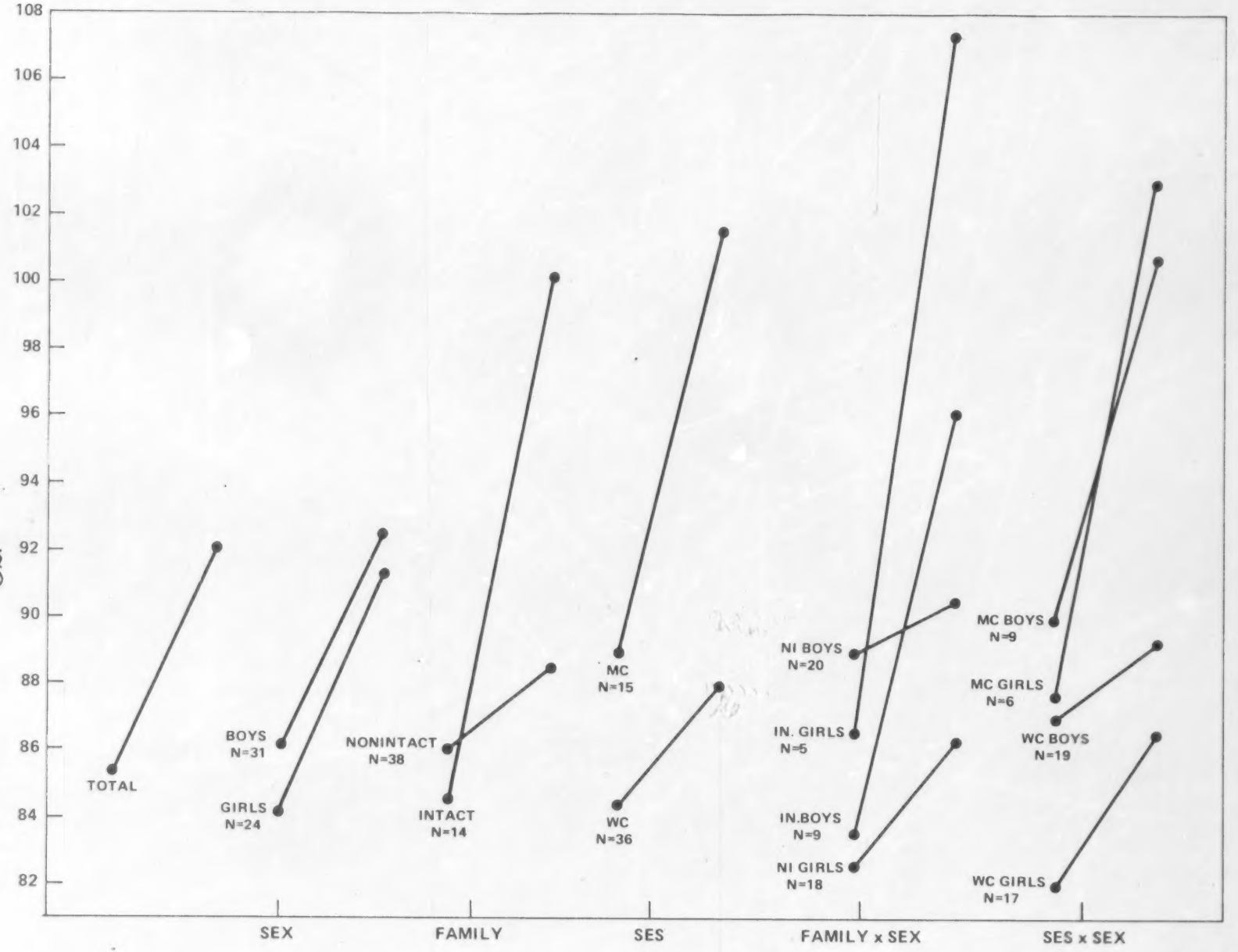

Fig. 7. Change in PPVT IQ mean scores over a one-year period for

References

Asher, S. and Allen, A. Racial preference and social comparison processes. Journal of Social Issues, 1969, 25 (1), 157-166.

Baratz, S. and Baratz, J. Early childhood intervention: a social science base institutional racism. Harvard Educational Review, 1970, 4 (1), 29.

Billingsley, A. Black families in white America. New York: Prentice-Hall, 1969.

Clark, K. and Clark, M. The development of consciousness of self and the emergence of racial identification in Negro preschool children. Journal of Social Psychology, 1939, 10, 591-599.

Clark, K. Racial identity and preference in young children. Reading in Social Psychology, (Ed.), Macoby, Newcomb and Hartly, New York: Holt and Co.

Clark, K. Prejudice and your child. Boston: Beacon Press, 1963, 44-46.

Coppersmith, S. The antecedents of self esteem. San Francisco: W. H. Freeman, 1967.

Deutsch, M. Minority group and class status as related to social and personality factors in school achievement. Monograph No. 2, Society of Applied Anthropology, 1960.

Diggory, J. Self-evaluation: concepts and studies. New York: Crowell-Collier, 1966.

Engel, M. and Raine, W. A method for the measurement of the self concept of children in 3rd grade. Journal of Genetic Psychology, 1963, 102, 125-137.

Fox, D. and Barnes, U. Racial preference and identification of Blacks, Chinese, and white children. Paper presented at American Educational Research Association meeting, New York, 1971.

Goodman, M. Race attitudes in young children. Cambridge: Addison-Wesley, 1952.

Goodman, M. Race awareness in young children. New York: Crowell-Collier, 1964.

Gordon, T. Self concept and sex identity in Black preadolescent boys. Unpublished manuscript, University of Michigan, 1970.

Greenwald, H. and Oppenheim, D. Reported magnitude of self-misidentification among Negro children - artifact? Journal of Personality and Social Psychology, 1968, 8 (1), 49-52.

Hraba, J. and Grant, J. Black is beautiful: A re-examination of racial preference and identification. Journal of Personality and Social Psychology, 16 (3) 398-402, 1970.

Horowitz, R. Racial aspects of self identity in nursery school children. Journal of Psychology, 1939, 1, 91-99.

Johnson, R. and Medinnus, G. Child psychology: Behavior and development. New York: John Wiley, 1965.

McAdoo, H. An exploratory study of racial aggressiveness in Black preschool children. Unpublished manuscript, University of Michigan, 1969.

McAdoo, H. Racial attitudes and self concepts of Black preschool children. Doctoral dissertation, University of Michigan, 1970.

McAdoo, J. An exploratory study of racial attitude change in Black preschool children, using differential treatment. Doctoral dissertation, University of Michigan, 1970.

McAdoo, J. Modification of race attitudes in Black children. Paper presented at annual meeting, Association of Black Psychologists, Detroit, 1973.

Moreland, J. Racial recognition by nursery school children in Lynchburg, Virginia. Social Forces, 1958, 37, 132-137.

Mound Bayou Diamond Jubilee, Handbook for 75th Mound Bayou Celebration, 1962.

Palmer, R. and Masling, J. Vocabulary for skin color in Negro and white children. Developmental Psychology, 1969, 1 (4), 394-401.

Porter, J. Racial attitude formation in preschool age children. Doctoral dissertation, Harvard University, 1966.

Porter, J. Black child, white child. Boston: Harvard University Press, 1971.

Spencer, M. Personal communication, University of Chicago, Psychology doctorate candidate, August, 1973.

Springer, D. Awareness of racial differences by preschool children in Hawaii. Genetic Psychology Monograph, 1950, 41, 215-270.

Stevenson, H. and Steward, E. A developmental study of race awareness in young children. Child Development, 1958, 29, 399-410.

Thomas, W. The Thomas self-concept values test. Grand Rapids: Project on Student Values, 1967.

Trowbridge, J. The South. Harford, Conn.: L. Stebbins, 1866. In V. Wharton, The Negro in Mississippi 1865-1890. New York: Harper and Row, 1947.

Valentine, C. Deficiency, difference and bi-cultural modes of Afro-American Behavior, Harvard Educational Review, May, 1971, 41, 135-157.

Ward, S. and Braun, J. Self esteem and racial preference in Black children. American Journal of Orthopsychiatry, 42 (4) 64-4, July, 1972.

Wharton, V. The Negro in Mississippi. New York: Harper and Row, 1947.

Williams, J. and Roberson, K. A method for assessing racial attitudes in preschool children. Educational and Psychological Measurement, 1967, 27, 671-689.